

A COMPREHENSIVE HEALTH EDUCATION CURRICULUM
FOR JUNIOR HIGH SCHOOL

An abstract of a Field Report by
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The purpose.

The purpose of this field report is to present a comprehensive health education curriculum for junior high school.

Procedure.

The curriculum content identified and organized in the comprehensive health education curriculum was synthesized after

reviewing varied types of references:

- school curriculum guides
- health education textbooks
- works of recognized authorities in curriculum and instruction
- works of experts in the health education field
- school education codes

Recommendations.

A comprehensive approach to health education is recommended with teaching strategies presented to help students learn to make choices that will lead to rich, full lives.

Recommended teaching units to be developed are:

Personal Health
Nutrition and Food
Consumer Health
Mental Health
Substance Use and Misuse
Family Life and Sex Education
Disease Control and Prevention
Safety Education
Environmental Health
Health Careers

A COMPREHENSIVE HEALTH EDUCATION CURRICULUM
FOR JUNIOR HIGH SCHOOL

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The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Karen S. Lafferty
August 1981

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CONTENTS

| Chapter | Page |
|--|------|
| 1. INTRODUCTION | 1 |
| Statement of Purpose | 1 |
| Rationale | 1 |
| Limitations of the Study | 2 |
| Definition of Terms | 2 |
| Content in the Study | 4 |
| Procedures for Gathering Data | 5 |
| Validation of Health Education | 5 |
| 2. A COMPREHENSIVE HEALTH EDUCATION CURRICULUM FOR JUNIOR HIGH SCHOOL | 9 |
| Rationale | 9 |
| Educational Philosophy | 9 |
| Definition of Comprehensive Instructional Learning | 10 |
| Organization of the Comprehensive Instructional Approach | 11 |
| Broad Goals of Health Education Curriculum . . . | 12 |
| 3. COMPREHENSIVE HEALTH EDUCATION TEACHING UNITS . . . | 14 |
| Personal Health | 14 |
| Nutrition and Food Education | 24 |

| | Page |
|--|------|
| Consumer Health | 34 |
| Mental Health | 42 |
| Substance Use and Misuse | 52 |
| Family Life and Sex Education | 63 |
| Disease Control and Prevention | 73 |
| Safety Education | 82 |
| Environmental Health | 91 |
| Health Careers | 98 |
| BIBLIOGRAPHY | 102 |

Chapter 1

INTRODUCTION

Statement of Purpose

The purpose of this field report is to present a comprehensive health education curriculum for junior high school. Health education in the public schools affects every facet of life and society. Most problems, diseases, and inadequacies of adults do not suddenly appear but come about gradually, having been established during the early school years.

Rationale

The concept of health is unified, generalized, and comprehensive with physical, mental, cultural, spiritual, and social dimensions. It includes knowledge, attitudes, skills, habits, and practices concerning interactions among individuals, families, the school, and the community. Education is fundamental for wise decision making in all fields of human endeavor. With increasing numbers of social and cultural forces, options, and persuasive influences affecting the quality of life, education's importance is more apparent. For these reasons, health and education are logically linked in the school program.

Each year billions of dollars are spent to ensure continued advances in medical research, to prepare persons for the health professions, to provide health care services, and to build better

facilities for research, care, and service. Such expenditures do not ensure their use. Education can help maintain quality services and programs and make them more accessible; education can help promote and maintain optimal health levels. A basic concept of medicine is prevention; a health education program should help students to make knowledgeable decisions regarding health issues. Without health education, health goals will remain remedial and therapeutic with little real advance from generation to generation. It is only when advances are made in achieving all health goals that health education becomes comprehensive.

Limitations of the Study

This comprehensive health education curriculum is limited in use to students in junior high school grades 7, 8, and 9.

The terminal objectives proposed for each unit of study are recommended as minimum competencies.

No provisions are made for scheduling the curriculum into the total school program.

Definition of Terms

Health education is the process of providing or utilizing experiences for favorably influencing understanding, attitudes, and practices relating to individual, family, and community health.

Health education is:

- education for health
- an academic field and subject
- a relatively new discipline
- a combination of facts, principles, and concepts pertaining to healthful living
- a body of knowledge identified, organized, synthesized, and utilized in appropriate courses
- derived from sociology, psychology, educational psychology, and the behavioral sciences
- a needed approach to bridge the gap between scientific health discoveries and daily life
- an integral part of the curriculum at every level
- the education component of a school health program
- a contribution to the well-educated individual by providing meaningful health experiences which can change health behavior
- best achieved by developing the rational powers of humans (critical thinking)
- based upon and improved by basic and applied research
- best conducted by professionally prepared health educators.¹

Health curriculum is the formal and informal content and processes by which learners gain health knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the general sponsorship of the school.

Comprehensive school health education is a plan of health learning strategies at every grade level kindergarten through twelfth (K-12). It is a continuous process which enables the student to assume individual responsibility for developing and maintaining personal behaviors which promote total wellness.

¹Donald A. Read and Walter H. Greene, Creative Teaching in Health (2d ed.; New York: Macmillan Publishing Co., Inc., 1975), pp. 6-7.

Content in the Study

A comprehensive approach to health education is used with teaching strategies presented to help students learn how to make choices that will lead to rich, full lives.

The curriculum includes a statement of philosophy and curriculum objectives in health education.

Units are developed in the following areas:

- Personal Health
- Nutrition and Food
- Consumer Health
- Mental Health
- Substance Use and Misuse
- Family Life and Sex Education
- Disease Control and Prevention
- Safety Education
- Environmental Health
- Health Careers

Each unit contains the following:

- Rationale
- Terminal Objectives
- Major Generalizations
- Ultimate Objectives
- Instructional Strategies and Activities
- Resource Materials
- References

Procedures for Gathering Data

There is a wealth of literature and research in the field of health education. The curriculum content identified and organized in the comprehensive health education curriculum was synthesized after reviewing varied types of references. The following types of references were studied in the preparation of this curriculum:

- school curriculum guides
- health education textbooks
- works of recognized authorities in curriculum and instruction
- works of experts in the health education field
- publications provided by professional health services
- school education codes

These sources are listed in the Bibliography.

Validation of Health Education

As society looks ahead, it should hope that some day almost every human being will be well, intelligent, physically vigorous, mentally alert, emotionally stable, socially reasonable, and ethically sound. At the least, society must concern itself with progress toward this goal. The family, school, and various community and governmental agencies have a shared and cooperative responsibility to assist individuals in attaining this goal.

The objectives of general education are often said to lie in the realms of (1) self-realization, (2) human relationships, (3) economic efficiency, and (4) civic responsibility.¹ Health is related

¹C. E. Turner, C. Morley Sellery, and Sara Louise Smith, School Health and Health Education (3 ed.; St. Louis: The C. V. Mosby Company, 1957), p. 35.

to each of these objectives.

The present Code of Iowa (Chapter 257.25 School Standards) requires that schools provide health education instruction to students in grades 1 through 12. One curriculum guideline statement for health education states:

The interrelationship of physical, mental, emotional, spiritual, and social health should be stressed throughout. Health education programs should motivate and teach students to do something with the information they discover; the program should facilitate the application of information to personal lifestyles since health education is the process that bridges the gaps among health information, health practices, and attitudes toward healthful living.¹

Health authorities and educational groups have expressed concern for health education in the schools:

The Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association has stated:

Health is a basic and major objective of education and is fundamental to the present and future of the nation and that nothing is more important and nothing should be allowed to interfere with the time the teacher should devote to health.²

H. Frederick Kilander states:

Further improvement in our health is today more a matter of education and less a matter of legislation and sanitary engineering. The watchword of modern public health services is prevention; and essential to prevention is improving the people's health knowledge and health behavior. That is why we need health education.³

¹Iowa, Education Code, Sec. 257.25 (1979).

²H. Frederick Kilander, School Health Education (2d ed.; Toronto: The Macmillan Company, 1969), p. V.

³Ibid., p. 8.

Carl E. Willgoose states:

The true worth of an education is found in how it affects values, judgments, and commitments. In terms of health, it has been known for some time that people who understand themselves make better patients when ill and recover sooner. They have extended their whole personality to be a healthy, self actualizing person. This is the individual who knows what to do and is moved to a state of doing it. He is not indifferent to the health consequences of his own acts. He is sensitive to the delicateness and dearness of life. He is profoundly aware of the potentialities of a fully awakened human being. He sees a relationship between the well-being of the individual and the healthy development of the society itself.¹

As data concerning health problems become evident to the American public, demands will grow for health education in the schools. The following data makes it apparent that the American people have not received adequate health education:

There are 17 million mentally or emotionally disturbed Americans in need of psychiatric treatment.

Accidents are among the major causes of death and disability to the school age population.

Cigarette smoking is the most important cause of chronic bronchitis, emphysema, and lung cancer.

Alcoholism among employees costs American industry and business approximately \$2 billion a year.

There are 10 million overweight teenagers.

At least 150 million tons of pollutants are discharged into America's air every year.

At least \$2 billion a year are spent on medical quackery, including more than \$100 million spent on ineffective drugs and devices for weight reduction.

More than 1 million teenage girls get pregnant every year.

At least 1500 young adults become infected with venereal diseases each day.

Americans have an estimated 800 million dental cavities in need of treatment.

About 17 million Americans have high blood pressure or hypertension.²

¹Carl E. Willgoose, Health Teaching In Secondary Schools (2d ed.; Philadelphia: W. B. Saunders Company, 1977), p. 27.

²Jessie Helen Haag, School Health Program (3d ed.; Philadelphia: Lea and Febiger, 1972), p. 141.

The need for comprehensive health education in the schools is apparent. Through health education, individuals will view health as a way of life to attain individual goals and to utilize one's highest potential for the betterment of self, family, and community.

Chapter 2

A COMPREHENSIVE HEALTH EDUCATION CURRICULUM FOR JUNIOR HIGH SCHOOL

Rationale

Educators are constantly searching for better ways to help individuals acquire meaningful and usable information which will motivate them to become self-sufficient and responsible. Educators must seek ways to help individuals cope with, and make wise choices in, a rapidly changing society. They must be concerned about the way children learn, and how they change their thinking and actions as a result of their experience in health education. The ultimate objective of health education should be to assist individuals in thinking, valuing, and reacting according to their ever-changing environment and the influences which this environment imposes upon their lives and society. Emphasis is being given to comprehensive instructional learning because it presents health education within the framework of confluent education.

Educational Philosophy

The philosophy of education maintained in this curriculum is that:

1. The individual is born neither good nor bad, but that he/she develops and clarifies personal values and attitudes from experience;

2. Knowledge is the effectiveness of an idea as it works for the individual within the range of his/her experiences;
3. Learning is a change in an individual's insights into himself/herself and his/her experiences.

Therefore:

In recognizing that human potential is boundless and that our world is ever changing, the school's role as facilitator will be to provide experiences and information to allow each student to understand the variables of the individual and our world and to develop his/her physical, moral, aesthetic, and intellectual potential through a flexible and individualized teaching approach.

Definition of Comprehensive Instructional Learning

A comprehensive instructional approach to health education presents health education within a confluent educational framework. There are cognitive aspects within the major health areas such as accurate information and concepts. The learner also brings feelings, attitudes, and values to learning experiences in health education. The teacher is responsible for providing information and tools related to the major health topics while providing an atmosphere and processes where students can relate that content effectively to their own life experiences.

Health education is "process oriented" in this approach. The individual is to internalize the processes of self-knowledge, valuing, decision making, and the assumption of personal responsibility for one's behavior. The processes are directed toward the individual assuming personal responsibility for his/her actions.

The comprehensive approach explores constructive alternative behaviors available for meeting individual needs, and allows the individual to freely choose a constructive behavior from these alternatives. The responsibility for the choice and consequences of self-destructive or growth-promoting behavior lies within the individual.

Organization of the Comprehensive Instructional Approach

The effectiveness of instructional programs in health education is measured by the attainment of desired changes in attitudes, knowledges, and student behaviors. This learning approach should clearly specify what changes in attitudes, knowledges, and behavior are desired, what learning activities are appropriate, and at what developmental stage it is relevant to introduce each program concept.

The comprehensive instructional framework provides for six major student outcome areas. At the conclusion of a student's adolescent years, the student will be able to:

- A. Evaluate the basic factors of human behavior related to health education. (HUMAN BEHAVIOR)
- B. Integrate impartial scientific facts pertaining to the major health areas. (SCIENTIFIC FACTS)
- C. Infer the probable consequences in health education choices. (CONSEQUENCES)
- D. Describe the responsibilities of self, family, and community in prevention. (PREVENTION)
- E. Integrate personally-relevant and satisfying alternative behaviors for unhealthy and undesired health practices. (ALTERNATIVES)

- F. Devise a method for using decision making skills to make responsible decisions relative to personal health.

(DECISION MAKING)¹

Broad Goals of Health Education Curriculum

At the completion of the comprehensive health education curriculum, each student will have the ability to:

1. Appreciate the values of a healthful life.
2. Devise means of achieving and maintaining a state of complete mental, physical, and social well-being.
3. Integrate effective decision making skills while learning to cope with life situations.
4. Integrate health knowledge to maintain desirable health goals and practices.
5. Evaluate real life experiences and incidents in the problem areas of physical and mental growth.
6. Integrate desirable safety procedures into one's daily life experiences.
7. Use inductive and deductive methods of reasoning to formulate good health practices and to invent new solutions.
8. Evaluate the interdependence of an individual, the living world and its environment.

¹David Wright and Mary Hays, Alcohol and Drug Education Guidelines (Des Moines: Information and Publication Services, 1977), p.5

9. Analyze and synthesize individual rights and responsibilities toward community health as a member of a community and as a citizen of a state, a nation, and the world.
10. Integrate professional health services and federal, state, and local health agencies to maintain good health.

For these broad goals of health education, the teaching units that follow were developed.

Chapter 3

COMPREHENSIVE HEALTH EDUCATION TEACHING UNITS

This chapter includes the ten comprehensive health education teaching units in the curriculum for grades 7, 8, and 9.

PERSONAL HEALTH

Rationale

During adolescence, young people establish personal health practices that will be used for a lifetime. The school needs to develop in students an awareness for personal pride and responsibility to maintain a healthy and fit body which will enable one to enjoy a productive satisfying adult life. The health curriculum needs to teach teenagers that how they use and abuse their bodies today will affect their health status and lifestyles as adults.

Personal health practices for the junior high student should center around the problems associated with the physical changes that are taking place and how to cope with these and concerns about them. Personal health includes learning about dental health, physical growth, physical activity, and body structure and operation. It is the school's responsibility to present adolescents with correct information about wholesome habits and attitudes in personal health. Students should be aware of the values in a medical health examination and available community health services.

Terminal Objectives

At the end of junior high school, each student will be able to:

1. DISCUSS critically the value of personal health.
2. JUSTIFY that personal cleanliness and good grooming are a result of individual pride.
3. DEVISE physical activities to increase the efficiency of the cardiovascular and respiratory systems.
4. PLAN a balanced program of physical activity and rest to contribute to general fitness.
5. DESCRIBE the need for sleep and rest.
6. PRACTICE proper dental care daily.
7. JUSTIFY that proper care of one's human body today will help prevent or minimize disorders in later life.
8. EVALUATE the relationship of good dental health to appearance, speech, and personal success.
9. DESCRIBE tooth structure and the process of tooth decay.
10. DISTINGUISH among the services rendered by professionals who care for the eyes, ears, teeth, and skin.
11. JUSTIFY the importance and knowledge of caring for the ears and eyes.
12. DEMONSTRATE an understanding of proper skin care through daily practices.
13. DEMONSTRATE the mechanics of good posture.
14. DEVISE a method of maintaining healthy and attractive hair by identifying the variables related to good grooming.
15. JUSTIFY how periodic physical examinations and planning of daily activities promote and maintain healthful living.

16. DIFFERENTIATE between facts and fallacies related to personal health care, products, services, and knowledge.

Major Generalizations

After studying Personal Health in junior high school, each student will know that:

1. Personal cleanliness and good grooming are a result of individual pride.
2. The environment of an individual influences grooming habits.
3. Good health results from a way of living based upon knowing:
 - a. what is the healthful thing to do
 - b. how to do it
 - c. why it should be done
4. Good personal appearance is necessary in order for one to be accepted by others.
5. Clean, well-cared for teeth aid in preserving the teeth for a lifetime.
6. Tooth structure parts include:
 - a. enamel
 - b. dentine
 - c. pulp
 - d. cementum
7. A cavity is a spot of decay that begins with a break in the enamel.
8. Bacteria acting on food particles left in the teeth produce an acid that dissolves the enamel on teeth.
9. Measures to prevent tooth decay include:
 - a. daily brushing and flossing
 - b. adequate daily diet
 - c. periodic dental checkups
10. Foods to clean the teeth include:
 - a. raw apples
 - b. carrots
 - c. crisp raw fruits
11. Prevention of dental accidents requires one to wear a mouthpiece.

12. Healthy teeth and gums are important to:
 - a. appearance
 - b. speech
 - c. enjoyment of life
13. The dental hygienist is trained to clean teeth.
14. An orthodontist is a dentist who specializes in work concerned with moving teeth into proper position.
15. The dental needs of the community must be recognized and studied for methods of prevention and correction.
16. Growth patterns in teenagers affect physical and emotional development.
17. The pituitary and other endocrine glands speed up their activities and secrete hormones during the growth spurt.
18. Individual differences in rate, time, and extent of growth are to be expected among adolescent boys and girls.
19. Posture is a reflection of mental and emotional health.
20. Good posture encourages efficient body movement and functioning.
21. Factors that affect posture include:
 - a. adequate diet
 - b. sleep
 - c. well fitted shoes
 - d. one's feelings
 - e. strong muscles
 - f. exercise
22. Good posture means the general line of the body is graceful and the body weight is distributed to give maximum support and cause the least strain.
23. Correct body mechanics need to be used in activities of:
 - a. pushing
 - b. pulling
 - c. lifting
 - d. carrying

24. Proper body balance using acceptable postures is to be maintained for physical activities.
25. Activity, or exercise, and the amount of food eaten are key factors in controlling body weight.
26. Interrelated parts of human activity are:
 - a. exercise
 - b. sleep
 - c. relaxation
 - d. rest
27. Exercise:
 - a. conditions all the body's muscle groups
 - b. strengthens the heart and lungs
 - c. improves posture
28. Exercise is a factor in achieving:
 - a. physical fitness
 - b. energy for physical and mental tasks
 - c. strength
 - d. endurance
 - e. coordination
29. Good vision and hearing are chief factors in one's understanding and enjoyment of life.
30. Eye defects include:
 - a. near-sightedness
 - b. far-sightedness
 - c. astigmatism
 - d. cataracts
 - e. color blindness
 - f. strabismus
31. Proper care and protection for the eyes include:
 - a. preventing eye accidents
 - b. seeking corrective help when needed
 - c. protecting eyes from the sun and glare
 - d. demonstrating good reading habits
 - e. forming good habits for viewing television
32. Oculists and ophthalmologists are physicians trained to treat eye troubles.
33. An optometrist is trained to measure the lens power of the eye and to fit glasses.

34. The optician measures, grinds, and mounts lenses.
35. The ear is divided into three parts: outer, middle, and inner.
36. Sound waves travel from the outer ear into the inner ear where a message is sent to the brain by way of the auditory nerve.
37. An otologist is an ear specialist.
38. The skin is arranged in layers: epidermis and dermis.
39. The dermis contains:
 - a. oil glands
 - b. blood vessels
 - c. nerves
 - d. muscles
 - e. hair follicles
40. Acne is a skin disorder of the teen years triggered by a temporary over-activity of the oil glands.
41. Acne occurs when oil glands and ducts become swollen and pimples develop.
42. Pimples are infected sores containing pus.
43. Prevention of acne includes:
 - a. washing face frequently
 - b. avoid eating foods that make your acne worse
 - c. getting plenty of sleep, rest, and exercise
 - d. eating adequate daily diet
44. A dermatologist is a doctor who specializes in skin disorders.
45. Dandruff in the teen years is generally the result of an oily scalp.
46. The amount of natural oil coming from the sebaceous glands determines whether hair is dry or oily.
47. Hair grooming follows one guide: If it is dirty, it needs washing.
48. Sleep needs are individual but nine to ten hours of sleep a night are usually needed by teenagers.

49. Adequate sleep is needed for:
 - a. the body to repair itself
 - b. the body to remove fatigue products
 - c. for muscles to relax and replenish their stores of fuel
50. A good disposition and mental alertness are fostered through sleep.
51. Specific needs and interests in personal health may be discovered through the findings of the medical health examination.
52. The periodic medical examination is a practice to be continued throughout one's life.
53. Accurate health information and facts prevent individuals from purchasing inaccurately advertised products and services.

Ultimate Objectives

As an adult, each student will:

1. Accept personal responsibility to maintain a healthy and attractive body.
2. Understand and apply the basic principles of personal health to maintain healthy teeth, eyes, ears, and body posture.
3. Achieve and maintain a good self image.
4. Demonstrate personal pride in oneself through desirable health habits and practices.
5. Make personal health care decisions to achieve and maintain a desirable state of health.
6. Seek professional services as needed for personal care and treatment.

Instructional Strategies and Activities

Individual Investigations

1. An adequate and correct vocabulary list with human growth and personal hygiene terms is distributed by the teacher for use during all activities of the unit.
2. The teacher asks each student to prepare a set of personal health goals that he/she would like to work toward in adult life.
3. During a study of skin care, the teacher asks each student to study acne by illustrating on a model of the skin how the oil glands become plugged. Ask the student to write a short paper on how to care for the condition.
4. The teacher asks the students to look for advertisements about acne, athlete's foot, dandruff, and bad breath. The students then evaluate the statements in the ads in the light of information learned in class on these subjects.
5. The students are asked by the teacher to examine their shoes. The students are to check to see if the heels and soles are worn evenly. Each student makes a short report to explain what clues about how they are walking they got from examining their shoes.

Class Discussions - Teacher Directed

1. Discuss some things that could help an individual get to sleep on those nights where it is difficult to sleep.
2. Discuss and analyze current radio and television programs which deal with personal health topics.
3. Discuss what specifically is being measured in the physical fitness tests taken in physical education class. Discuss the significance of these activities.
4. Discuss the practice of relaxing just before meals. Stress the benefits of a pleasant atmosphere to eating and digestion.
5. Post a height-weight-age chart and discuss what it shows and what this means. Consider the extremes of body types in the light of individual genetic-familial influences. Consider environmental influences.
6. Discuss the make-up of a periodic medical examination and relate this to functional efficiency and emotional well-being. Emphasize that prime responsibility lies with the individual. Use school examination forms to make the topic personal.
7. Raise this sign before the class and discuss its meaning and validity. "Have your vision examined annually professionally."

8. Discuss accidents where the teeth could be injured. Ask the students how many have had accidents injuring their teeth. Discuss suggestions as to how these accidents might have been prevented.

Group Investigations

1. The teacher asks each student to get a partner to appraise each other's posture. Use a Polaroid camera to photograph each student against a wall so that vertical and horizontal alignment can be observed.
2. As a class, discuss the immediate effect of exercise on the heart, circulation, and respiration. With a partner, have the students measure the pulse rate before and after exercise. Also compare the changes in respiration rate.
3. As a class, construct a checklist suitable for use as a guide to daily grooming. Consider the values it would have if kept for a month.
4. As a class, discuss proper mechanics in walking, standing, sitting, lifting, carrying, pulling, and pushing. The teacher has stations set up so students in groups of four can practice these mechanics with proper techniques.
5. The class constructs a personality-rating checklist for self-evaluation. Each student is to evaluate his/her personality with the instrument. One's weak points should be considered and ways decided to improve them.
6. The teacher prepares a game board on which students can move a marker (bean or corn) from space to space. The spaces call for questions to be answered. The student rolls the die and moves the marker according to the number on the die. Then the student must answer the question correctly that is on the space where the marker rests. Successful answers permit the student to stay on a space. Unsuccessful answers result in the student returning to where the marker rested prior to the roll of the die. Several alike or different boards need to be developed so four students can work at each board.
7. After a teacher demonstration, the students practice using dental floss. A ten inch piece of floss is given to each student to practice by moving it gently back and forth between the teeth.

Unit Project

1. The teacher asks the students to keep a record of their daily personal health activities for a week. Then the student evaluates the record in terms of what is desirable and plans needed changes.

Research - Teacher Directed

1. The teacher obtains a volunteer in the class to write to the American Dental Association, Chicago, Illinois, 60611, for the pamphlet "Between You and Me...Is Your Smile." After studying the pamphlet, a report is given to the class.
2. The student prepares a report on his/her favorite sport. The report includes the muscles developed by the sport, the safety rules needed in playing it, and personality growth that can result from taking part in the sport.

Resource Speaker

1. The teacher invites one of the school coaches to speak on the relationship between physical performance and training practices with specific reference to nutrition, sleep and rest, mental attitudes, and exercise.
2. The teacher asks a football team player to report to the class and demonstrate the use of mouth pieces.

Panel Discussions

1. The teacher sets up a panel discussion on the topic "Fitness For What?" Class participation should be encouraged after the presentation. The panel members can be volunteers who are interested in the topic.

Bulletin Boards

1. On the bulletin board, the teacher displays pictures of the kinds of recreational activities which tend to be restful and relaxing, social, and vigorous.

Outside Reading

1. The teacher asks each student to do some reading about sleep and dreams, and then prepare a report for class. One book that is useful is "Sleep: The Mysterious Third of Your Life" by Marianna and Jonathan Kastner.

NUTRITION AND FOOD EDUCATION

Rationale

Securing adequate nutrition is a major health problem. As a nation, we eat well; as individuals, we do not, but not because our foods are insufficient in quantity or variety. Our country provides an excess of foods to its population.

The aim of nutrition education is to establish good food habits and attitudes which will result in intelligent selection and consumption of nutritious food throughout life. Learning to make such wise food choices is an educational process; it is acquired and not inherited.

Nutrition education needs to relate food to feelings and aspirations, to human efficiency, and to the multicultural and pluralistic practices of people. The school curriculum needs to provide for exploration of problems of obesity and the related factors of food intake, exercise, life style, food preferences, heredity, glandular and body malfunctions, and psychological and social problems. Nutritional values of all foods and food select need to be studied. The science of nutrition can be made practical and interesting by studying home meals, restaurant menus, and school lunch programs.

Terminal Objectives

At the end of junior high school, each student will be able to:

1. EXPLAIN why the human body requires energy and non-energy nutrients.
2. DESCRIBE how the body uses food.
3. PLAN and EAT nutritionally balanced meals.

4. DESCRIBE how human growth and development are related to good nutrition, adequate sleep, and physical activity.
5. IDENTIFY variables in dietary requirements of humans.
6. DESCRIBE the causes of obesity and methods of weight control.
7. IDENTIFY the causes and DESCRIBE correction of digestive disorders, nutrient deficiencies, and nutrition related diseases.
8. EVALUATE factors related to food fads and misbeliefs and DISTINGUISH between those that can endanger one's health and promote good health.
9. DESCRIBE relationships among food, etiquette, pleasant surroundings, food enjoyment, and proper nutrition.

Major Generalizations

After studying Nutrition and Food Education in junior high school, each student will know that:

1. Food sustains life.
2. The body gets substances for building and maintaining body tissues from food.
3. Nutrition is the sum of the processes which allow living things to take in and make use of nutrients.
4. Nutrients supply body cells with materials to:
 - a. grow and repair cells
 - b. produce energy
 - c. direct body's vital functions
5. The six classes of nutrients are:

| | |
|---------------|-------------------|
| <u>Energy</u> | <u>Non-Energy</u> |
| Fats | Vitamins |
| Carbohydrates | Minerals |
| Proteins | Water |

6. Food sources of proteins are:
- | <u>Animal Sources</u> | <u>Plant Sources</u> |
|-----------------------|----------------------|
| meat | grains |
| fish | legumes |
| eggs | |
7. Food sources of fats are:
- meat
 - margarine
 - fish
 - eggs
8. Food sources of carbohydrates are:
- bread
 - grains
 - milk
 - beans
 - honey
9. Food sources of minerals are:
- milk
 - eggs
 - liver
10. Food sources of vitamins are:
- milk
 - eggs
 - cereals
 - citrus fruits
 - green vegetables
11. Foods high in water are:
- celery
 - watermelon
 - cucumber
12. An individual needs to eat a variety of foods to get all nutrients the body needs.
13. The four food groups that should be eaten from daily are:
- bread-cereal
 - vegetable-fruit
 - milk
 - meat
14. Digestion is a process where the body breaks down foods and nutrients in food so they may be used by the body cells.
15. An enzyme in saliva starts the digestion of starches.

16. Gastric juices in the stomach start the digestion of proteins and fats.
17. Proteins and sugars continue to be digested in the small intestine.
18. Pancreatic juice from the pancreas, and bile from the liver, aid in digesting fats, proteins, and carbohydrates in the small intestine.
19. The digestion of fats, proteins, and carbohydrates is completed in the small intestine.
20. Undigested food materials, called roughage, pass into the large intestine.
21. Absorption is the process by which nutrients pass into the blood.
22. Oxidation is the process by which a cell burns energy nutrients.
23. Elimination is the process by which solid wastes leave the body.
24. A calorie is the unit to measure the amount of energy in food.
25. Good nutrition is important to physical, mental, and social health.
26. A balanced diet is one containing foods from each of the four food groups.
27. Recommended snacking foods are:
 - a. fruit juices
 - b. fruits
 - c. raw vegetables
 - d. nuts
28. Work efficiency depends on adequate and balanced food intake.
29. Factors that affect the amount of food intake an individual requires are:
 - a. age
 - b. sex
 - c. physical activity
 - d. state of health
 - e. metabolism rate
 - f. heredity

30. Overweight means weighing more than appropriate for one's:
 - a. age
 - b. height
 - c. sex
 - d. body build
31. Obesity is a condition where a person is overweight to the extent that it dangers one's health and morale.
32. A person's weight affects:
 - a. appearance
 - b. self-confidence
 - c. life expectancy
 - d. relationships with others
33. Causes of obesity are:
 - a. overeating
 - b. poor eating habits
 - c. glandular disturbance
 - d. emotional disturbance
34. The dangers and disadvantages of obesity are:
 - a. fatigue
 - b. discomfort
 - c. limited play and exercise
 - d. personality difficulties
 - e. job handicaps
 - f. pressures on internal organs (heart, arteries, and kidneys)
35. To lose weight a person must take in fewer calories than needed so stored body fat will be used for energy.
36. People are underweight because they are active and use up more calories than they take in.
37. Nutritional diseases and causes include:
 - a. kwashiorkor - protein deficiency
 - b. beriberi - thiamine deficiency
 - c. pellagra - niacin deficiency
 - d. scurvy - Vitamin C deficiency
 - e. rickets - Vitamin D deficiency
38. The treatment for a person with a nutritional disease involves giving that individual foods which supply large amounts of the needed nutrient.

39. Food value can be altered through its preparation and/or processing.
40. Overcooked food loses flavor and nutrients.
41. Personal associations, pleasant surroundings, and good manners have a positive affect in the enjoyment of food.
42. A pleasant atmosphere at mealtime helps one to:
 - a. relax
 - b. digest food
 - c. contribute to mental health
 - d. eat appropriate amounts
43. A lack of knowledge about nutrition is a cause for nutritional problems.
44. Misbeliefs are false statements about nutrition.
45. Examples of misbeliefs are:
 - a. An apple a day keeps the doctor away.
 - b. Toast has fewer calories than bread.
 - c. Honey is not fattening.
 - d. Foods high in proteins are low in calories.
46. Fads are practices which are popular for short periods of time.
47. Eating certain foods called "health foods" is a recent fad.

Ultimate Objectives

As an adult, each student will:

1. Utilize basic nutrition principles in selecting, preparing, and eating well balanced meals.
2. Achieve and maintain optimal growth and health through wise decisions in health practices.
3. Take personal pride in one's appearance to maintain a desirable body weight.
4. Utilize and enjoy a variety of food to maintain good nutrition.
5. Maintain a healthy body free from nutritional deficiencies and digestive disorders.

6. Appreciate and enjoy the company of family and friends while eating balanced meals in pleasant surroundings.

Instructional Strategies and Activities

Individual Investigations

1. The teacher discusses reasons for eating protein foods. Then each student is asked to classify foods in their diets for one day into proteins, carbohydrates, and fats.
2. The teacher introduces the topic of socio-economic factors and nutrition, then presents the following problem for each student to investigate: A young housewife is on a limited budget. List four things she should consider related to her food purchasing patterns. (unit pricing, bulk buying, proper selection of meat cuts, watch for food ads, seasonal purchasing, and avoid impulse buying)
3. Each student is given a nutrient deficiency to study. The student refers to reference materials to describe the causes, cures, treatment, and symptoms of the deficiency.
4. The teacher asks each student to list foods which supply large amounts of the nutrients - Vitamin A, iron, protein, and Vitamin C. Compare the content in several of the lists in class.
5. The teacher asks the students to plan three meals for one day and encourages them to consult a food table for the necessary information on quantities and values of food. The meals need to be planned to meet the daily recommended dietary allowances for an adequate diet.
6. The teacher asks the students to list their ten favorite foods. Then the following directions will be read:
 - a. Draw a circle around the food you could most easily do without for one year.
 - b. Mark a plus next to each food that is high in most nutrients.
 - c. Put a check mark in front of those foods high in calories and low in non-energy nutrients.
 - d. Put a star in front of those foods low in calories.
 - e. Put a minus in front of those foods you eat too much of and/or too often.
 - f. Put a five in front of those foods that would not have been on your list five years ago.
 - g. Put a cross in front of junk food or empty calorie foods.

Each student then evaluates his/her food choices:

- a. What did the ten foods exercise reveal to you about your food selections?
 - b. Are all of the food groups represented? In balanced amounts?
 - c. What, if anything, do you plan to do as a result of this exercise?
7. The teacher asks the students to rank the following items. Value activities often bring out inconsistencies, faulty reasoning, misinformation, or new information.
 - a. Rank as most nutritious: Instant breakfast with water, salted peanuts, pizza with pepperoni, orange drink with a B-complex pill.
 - b. Rank food with most calories first: medium sized baked potato, nine potato chips, extra large apple, ten celery stalks.
 - c. Rank drink with most calories first: beer 8 oz., skim milk 8 oz., whole milk 8 oz., and cola drink 8 oz.
 - d. Rank as most reliable source of weight control information: dietitian, magazine ad, or pharmacist.
 8. The teacher asks each student to collect newspaper clippings and advertisements about crash diets, reducing fads, reducing pills, and quackery. Discuss and analyze the advertisements for weight and reducing procedures.
 9. The teacher develops a word scramble work sheet to introduce nutritional terms. Discuss the work sheet with the class when completed.
 10. The teacher asks each student to find out what food sources contain potassium, and what other food values are in foods with potassium. Discuss the need for potassium in one's diet.

Class Discussions - Teacher Directed

1. Discuss misinformation and fallacies pertaining to food that persist among the public.
2. Discuss objections to the sale of confections and soda on school premises.
3. Discuss the relationship between jogging and calorie expenditure. Discuss the value of jogging.
4. Discuss the eating of nutrition snack offers of milk, fruit, fruit juices, nuts, celery, and carrot sticks instead of cake, candy, cookies, and soft drinks.
5. Discuss the sanitary methods used in preparation, serving, and storage of foods in restaurants and school cafeterias.

6. Discuss social customs and nutrition. Bring out the pro and con factors associated with the "coffee break," snacking, beer and television, refreshing cola, and so on.

Group Investigations

1. The teacher sketches the three extremes of body types (Sheldon's somatotypes) on the black board. The class explores influences on body measurements. After a teacher demonstration, the students practice proper methods for taking measurements of one's chest, waist, and hips.
2. Adapt television's "Password" game to nutrition. The words to be suggested will depend upon the objectives of the teacher. They may include any nutritional terms or be limited to foods, nutrients, body processes, nutritional recommendations, and so on. The class is divided into groups of five, including a moderator, two students to give clues and two to guess. Those giving clues receive a word from the moderator and try to lead the others to guess it by providing one word clues related to nutrition. A time limit is agreed upon and no references are used.
3. In groups of three students, each group creates a nutrition crossword puzzle. Approximately twenty questions "down" and twenty questions "across" is adequate. Then groups exchange puzzles and try to complete another group's puzzle.
4. The teacher divides the class into groups of four students. Each group is to make up a day's meal plan for one of the following: meal for a teenage boy or girl, low-cost meal, low-calorie meal, meal for a family of four with a girl 8 and a boy 15 who carry their lunches to school, meal for a different season, and a hurry up meal.

Research - Teacher Directed

1. The students prepare a short paper entitled, "Obesity is a disease of civilization."
2. The students "teach" a family member or friend something relating to nutrition and then write up the experience on paper. The experiences can be shared with the class.
3. The student develops an article for the school newspaper on cafeteria procedure and etiquette.

Resource Speaker

1. The teacher invites an interested nurse, physician, or representative from Weight Watchers to discuss weight reduction in class.

Role-Playing

1. The teacher gives each student a nutrient deficiency to portray in a role-playing situation. The student predicts the effect of the nutrient deficiency. The audience can try to guess the deficiency.

CONSUMER HEALTH

Rationale

In the United States much money is spent on health, but sound health can not be bought. Consumer health refers to that area of health concerned with giving students a background to enable them to make sound decisions in the selection and use of professional health services and products. The student consumer today is the adult consumer of tomorrow, and patterns established early in life unconsciously are carried over into later life.

Scientific fact, truth, and sound criteria are essential foundations for establishing consumer patterns. Consumer health includes a consideration of health advertising by mass media of communication aimed at influencing such choices, and the topics of misinformation, misconceptions, fads, quackery, and superstitions which influence health attitudes and health practices. Health safety and effectiveness must be thought of in terms of human personalities and everyday living.

Consumers may find it difficult to protect themselves against frauds that come within the boundaries of the health field. Consumer organizations and governmental agencies are endeavoring to help the purchaser. The junior high school curriculum needs to make the students aware of these services so they can become educated consumers.

A good consumer health education curriculum correlates with other health concerns. Consumer health can be integrated in the following areas: Community Health, Nutrition, Substance Use and

Misuse, and Safety Education.

Terminal Objectives

At the end of junior high school, each student will be able to:

1. ANALYZE written and verbal communications about products that effect one's health.
2. ANALYZE teen fads, fashions, and consumer trends dealing with such items as complexion aids and body weight controls.
3. DEVISE a method to select and evaluate medical, dental, and other health personnel and services.
4. USE health information criteria for evaluation and selecting health services, practices, and products.
5. DESCRIBE and JUSTIFY the need for federal laws on food, drug, and cosmetic processes to protect the consumer.
6. DISCUSS critically how self-diagnosis and self-treatment can endanger health.
7. DISTINGUISH between reliable and unreliable health information and advertising.
8. DISTINGUISH between physicians who share ideas and findings with the scientific community and quacks who promise sure and quick cures.
9. DESCRIBE how faddism endangers one's health.

Major Generalizations

After studying Consumer Health in junior high school, each student will know that:

1. Consumers should read and interpret labels on products being purchased.
2. The wise consumer does not rely on price alone as an indication of a quality product.
3. Consumer reports and magazines assist people in choosing products such as:
 - a. cosmetics
 - b. over-the-counter drugs
 - c. food
 - d. clothing
4. Over-the-counter drugs are nonprescription drugs.
5. Over-the-counter drugs are dangerous when used for "curing" persistent symptoms when a doctor's diagnosis and treatment are needed.
6. A wise shopper:
 - a. makes a grocery list
 - b. consults ads for bargains
 - c. checks prices at various stores
 - d. reads labels on products
 - e. makes comparisons between similar items
7. Cost of upkeep and original price are to be considered in purchase of:
 - a. clothing
 - b. appliances
 - c. recreational equipment
 - d. automobiles
8. Health quackery involves worthless and dangerous:
 - a. treatments
 - b. medicines
 - c. gadgets
9. A safeguard against food quackery is sound nutritional knowledge.
10. A quack promises a quick "cure."
11. To protect oneself and family from health quackery, the

- following characteristics of a quack need to be identified:
- a. A quack has a "secret" formula for the product he sells.
 - b. A quack promises to "pep up" your health.
 - c. The quack advertises using "case histories" from his "patients."
 - d. A quack avoids giving scientific information.
 - e. A quack claims medical men are afraid of competition.
 - f. A quack opposes immunizations and claims his method is better than a physician's.
12. Turning to quack products and treatments result in loss of money and delay in seeking medical treatment for the consumer.
13. Quackery is prevalent in treatments for:
- a. cancer
 - b. arthritis
 - c. beauty
14. The following organizations give reliable information about health products and services:
- a. American Medical Association
 - b. The Federal Trade Commission
 - c. The Food and Drug Administration
 - d. United States Postal Service, Bureau of the Chief Postal Inspector
 - e. National Better Business Bureau
 - f. American Cancer Society
 - g. The Arthritis Foundation
15. A food fallacy is a mistaken idea or half-truth about food.
16. Food fallacies can cause poor nutrition practices or lead people to spend money needlessly.
17. Factors which influence people to buy a product are:
- a. availability
 - b. custom
 - c. advertising
 - d. price
18. Choosing a doctor, dentist, or other health professional can be done by recommendations from:
- a. a city medical society
 - b. neighbors and friends
 - c. present physician
 - d. large hospitals

Ultimate Objectives

As an adult, each student will:

1. Make intelligent and wise decisions when purchasing consumer products.
2. Accept responsibility to protect oneself and family from health quackery.
3. Report consumer fraud to authorities to protect the interests of one's self, family, and community.

Instructional Strategies and Activities

Individual Investigations

1. The teacher asks each student to develop a set of standards for evaluating health products and services.
2. The teacher has each student develop a report on a selected health occupation including qualifications, training, license and needs they satisfy.
3. The class designs a score sheet for advertisements of special foods, drugs, or cosmetics. Then each student evaluates advertisements using the score sheet.
4. The teacher asks the students to investigate the meaning of the requirements for the Seal of Approval of Good Housekeeping, the Seal of Commendation of Parent's Magazine, and other certification labels on products.

Class Discussions - Teacher Directed

1. Discuss the value of advertising in making new products and their merits known: as a means to save money, as a protection for the honest manufacturers, and as the industry's vital position in the nation's economy.
2. Discuss the proper use of products used in the home which are sold over drug counters, e.g. deodorants, skin medications, hair removers, dyes, mouthwash and others. Examine the advertising for each of these and the claims that are made.
3. Discuss a wide variety of superstitions and myths that have something to do with health and well-being. Discuss these

statements to see if there is any truth involved.

4. Discuss the expression "teenage buying power." Discuss if teenagers are more easily motivated to buy than adults.
5. Discuss why medical and dental diagnosis and treatment are expensive.
6. Discuss how persons are cared for who can not afford the services of a physician or dentist.
7. Discuss the various types of fad diets giving reasons why they are unscientific.
8. Discuss materials necessary to understand periodic physical medical examinations.

Group Investigations

1. By listening to tape recordings of radio and television commercials related to health products and services, the teacher asks the class to analyze the assumptions that the advertisers apparently wish the consumer to make.
2. Using clippings, tapes, recordings, and other samplings of health advertising, the teacher has the class investigate the techniques used, e.g., appeals to fear, to pride, imitation, social approval, authority of endorser, promise of "miracles," and partial truths.
3. The class examines mail order ads or offers to determine the clarity of the statements made by asking themselves the question, "How much do I know about this advertised product?"

Unit Projects

1. The teacher asks the students to compare contents of the same product obtained at high and low prices and quality of items purchased in a discount store.
2. The teacher has each student prepare a point-of-view paper. Such topics as "What is Propoganda?" and "What Quackery is in the Areas - Food, Drugs, Cosmetics, and Medical Devices?"
3. The teacher invites each student to visit the fresh fruit and vegetable section of a large supermarket or grocery store to examine the produce. The student checks to see how appetizing and fresh the produce appears to the consumer. The pamphlet "A Narrative for Consumer Tips on Fresh Fruit" is available from Sunkist Growers.

4. The teacher gets volunteers to visit the Better Business Bureau. The literature obtained is returned to class for committee report purposes.
5. The teacher asks the students to investigate the Blue Cross and Blue Shield health insurance plans or similar health plans. Prepare a report on the subject.
6. The teacher has each student make a survey on patent products and their claims through the medium of television, radio, newspapers, and magazines.
7. The teacher has the class list as many television or radio advertisements for medicines as they can. In class ask for volunteers to watch for specific commercials, to write the words spoken, and be able to describe the pictures.
8. The teacher has the students visit neighborhood drug stores and write the names of five medicines displayed. Copy from the label the uses of the medicine, directions, warnings, and cautions. In class, compare the information looking for exaggerated claims and warnings against improper uses.

Small Groups

1. The teacher has the students get into groups of three to analyze a number of advertisements from magazines and newspapers to identify any unstated assumptions. Each group reports its findings, and class members evaluate the correctness of the analysis.

Resource Speaker

1. The teacher invites a physician or nurse to speak on the scientific basis of health advertisements. The students ask questions about advertisements they have seen.

Bulletin Board

1. The teacher and student volunteers make a bulletin board showing the common sources of health information.

Classroom Media

1. The teacher presents an appropriate film on consumer protection of drugs and health products.

2. The teacher can obtain from the Food and Drug Administration the Consumer Protection Packet which consists of booklets, leaflets, and teaching suggestions suitable for health class.

MENTAL HEALTH

Rationale

Mental health is a great concern of today's youth. One's feelings about self are a basic determinant in mental health.

The school should help develop mentally healthy people who perceive reality with minimal distortion and are able to communicate these perceptions effectively. Mentally balanced people possess a realistic perspective of themselves as whole persons and relate effectively to other people in general and to their environments. A proper level of self-esteem which contributes both to intellectual development and general health must be developed in health education classes. Negative influences in society which serve as poor examples of adjustment among peers and parents, make this task difficult to accomplish.

Part of the focus of this unit should be on the recognition of the psychosocial problems of the adolescent and exploration of some possible means to cope with them in a realistic way. Students should be challenged in their work while developing an understanding of emotions and their influence in human relationships.

Meaningful and relevant ideas and concepts should be identified on a continuum, ranging from simple to complex. These concepts should be helpful in the growth and development of the pupils. The outcome should be a series of well related, comprehensive student activities that are of considerable potential in influencing the body of knowledge and the behavior of the student. His/her growth in factual information should lead to wiser and more mature decisions

personally and a more meaningful interaction with family and community.

Terminal Objectives

At the end of junior high school, each student will be able to:

1. CONSTRUCT a plan to achieve and maintain good mental health.
2. VALUE the concept of uniqueness in individual persons.
3. DEVELOP a personal set of values, concepts, and modes of expression.
4. DESCRIBE and INTERPRET the influence of others on growing up.
5. MANIPULATE situations to be able to cope and adapt to common pressures and changing situations.
6. INTEGRATE the processes of growing up by facing and carrying through tasks without finding excuses for failure.
7. INTERPRET and INTEGRATE mood and emotional changes in an acceptable and controlled manner.
8. DEVISE a plan and methods to develop a worthy and desirable personality.
9. ASSUME and MAINTAIN responsibility for one's own physical, mental, and emotional health.
10. DISCUSS critically the area of mental illness.
11. IDENTIFY available sources of professional help available to people who experience a breakdown in adaptability.

Major Generalizations

After studying Mental Health in junior high school, each student will know that:

1. Human behavior tends to be ordered and patterned.
2. Behavior is complex and characterized by adaptability.

3. Most behaviors are learned.
4. People possess similar personality traits but each person is unique.
5. Mood changes are part of normal behavior.
6. As people mature, behavior should become more:
 - a. effective
 - b. constructive
 - c. self-directed
7. Emotions are feelings about people and things.
8. Consistency in an individual's personality is produced by internalized:
 - a. concepts
 - b. values
 - c. modes of expression
9. Ways in which people perceive are influenced by:
 - a. heredity
 - b. needs
 - c. wants
 - d. experiences
 - e. self-concept
 - f. environment
10. Human relations are improved when we treat other people's needs with:
 - a. kindness
 - b. friendliness
 - c. respect
11. Understanding the dynamics of human behavior facilitates constructive reactions to interpersonal conflicts.
12. Personal acceptance and adjustment to the inevitability of death strengthens one's personality.
13. Affection and companionship help develop personality and maintain acceptable mental health.

14. An individual's primary or physiological needs are:
 - a. air
 - b. water
 - c. food
 - d. clothing
 - e. sleep
 - f. shelter
15. An individual's secondary or psychological needs are:
 - a. love
 - b. self-respect
 - c. freedom to be oneself
16. Personality, or individuality, is a combination of:
 - a. physical traits
 - b. mental traits
 - c. social traits
17. Self-respect comes from within and does not come from material possessions.
18. Self-concept is a combination of feelings and ideas about oneself.
19. Building one's self-concept means deciding that he/she is unique and worthwhile.
20. Sound mental health means:
 - a. being on "good terms with yourself"
 - b. accepting others as they are
 - c. meeting the demands of life as best one can
21. Good communication takes place through actions and words.
22. Real communication is a shared responsibility with a mutual awareness of:
 - a. ideas
 - b. points of view
 - c. feelings
23. People use defense mechanisms to protect their own feelings and behavior.
24. Common ways to protect oneself are through:
 - a. rationalizations
 - b. compensation
 - c. daydreaming
 - d. repression and suppression
 - e. displaced aggression
 - f. projection
 - g. denial

25. A person's level of maturity describes the amount of physical, mental, and social growth that has taken place.
26. Society holds an individual responsible for his/her displayed behavior.
27. Society's expectations of an individual's behavior is partly determined by age.
28. A value is a belief that an individual has:
 - a. chosen freely
 - b. chosen from alternatives
 - c. cherished and prized
 - d. affirmed its worth in public
 - e. incorporated into one's lifestyle
29. Examples of value categories are:
 - a. morality
 - b. justice
 - c. love
 - d. loyalty
 - e. knowledge
 - f. wisdom
 - g. faith
 - h. recognition
 - i. health
30. Sound personality structure includes individual and group values.
31. Decisions one must make are not always popular with others.
32. Quality of health is improved when one accepts changes and adjusts to change in oneself and others.
33. Pressures and problems are a regular part of normal life.
34. Adaptability means being able to deal with pressures effectively.
35. A breakdown in adaptability can cause physical, mental, and social problems.
36. Physical and mental disorders are often related.

37. Mental health is influenced by:
 - a. family expectations and interrelationships
 - b. peer group standards
 - c. work and recreation
 - d. social-economic level
 - e. pressures of society
38. Kinds of help available to a person who experiences a breakdown in adaptability include:
 - a. guidance counselors
 - b. social workers
 - c. psychologists
 - d. psychiatrists
39. Neuroses and psychoses are the main groups of mental problems.
40. Neuroses are emotional problems where thoughts and feelings are expressed in an exaggerated manner.
41. Psychoses are more serious than neuroses and are caused by extreme, long-lasting emotional pressures.
42. Mental health treatments include:
 - a. group therapy
 - b. psychoanalysis
 - c. drug therapy
 - d. hypnosis
 - e. role-playing
43. Appropriate therapy reduces or eliminates the symptoms and disabilities associated with mental illness.
44. Behavioral science research has provided a base for determining causes of behavior patterns.
45. Maladaptive reactions to emotional or organic stress can result in mental illness.
46. Misconceptions on the nature of mental illness are barriers to realistic attitudes of prevention and treatment.
47. A person's decision to improve one's level of health influences those people around to improve theirs.

Ultimate Objectives

1. Live an active healthy life free of personal health problems.
2. Achieve and maintain desirable personal values, attitudes, and behaviors.
3. Accept all other individuals as distinctive and unique.
4. Demonstrate attributes of courage, forthrightness, decisiveness, integrity, and social consciousness in human relationships.
5. Accept personal responsibility for one's actions, words, and thoughts.
6. Achieve personal identity and independence in one's personal behavior.
7. Seek professional help when needed.
8. Participate in community mental health programs.

Instructional Strategies and Activities

Individual Investigations

1. The teacher asks each student to prepare a short paper on "the Most Unforgettable Individual I Have Ever Known."
2. The following activity provides students with an opportunity for internal reflection. As students continue to work with value clarification activities, the following types of questions may arise: Am I satisfied with my life and the goals I have set for myself? Are there changes I want to make in my life? The personal coat of arms activity is a fun way for students to consider these questions.

The teacher provides each student with a full page copy of a coat of arms which is divided into six lettered sections. Pictures representing student's answers to the following questions should be sketched in the appropriate areas of their coat of arms.

- a. Draw a picture to represent one thing you do very well and another picture to represent something you are struggling to improve.
- b. Represent one value about which you have a deep commitment and would "never budge."

- c. Draw the material possession most significant to you.
- d. Draw two pictures in this - one to represent your greatest achievement of the past year and the other to show your biggest setback, failure, or defeat.
- e. Show what you would do with your life if you had one year to do whatever you wanted with guaranteed success.
- f. What three descriptive words would you like people to write on your gravemarker?

Emphasize that the drawing can be simple stick figures and need not have meaning to anyone but themselves. The coats of arms can be shared and discussed.

- 3. The students are asked by the teacher to collect photographs, drawings, and pictures from newspapers and magazines that express emotions and attitudes. Have each student decide what effect a particular facial expression might have on different people in a variety of situations. Decide if an expression of emotion affects an individual one way and a mob another. Have each student decide through use of the pictures if posture reveals attitudes and feelings.
- 4. Initiate creative activities which are not teacher dominated such as modeling, painting, and dancing. Share finished projects with classmates. Free expression allows for the development of mental health attitudes and relationships.

Class Discussions - Teacher Directed

- 1. Discuss basic human needs. Each suggestion made by the student should be written on the blackboard by the teacher. Examples - love, security, and acceptance. Discuss how these needs are met.
- 2. Post in front of the classroom and discuss the following quotation: "Give me the power to change those things that should be changed; to leave unchanged those things that should not be changed; and the wisdom to know the difference."
- 3. Discuss how prejudice can influence one's mental health.
- 4. Discuss how personal participation in clubs, councils, and athletics enhances one's self-image. Discuss how certain recreational activities reduce tension and release energy, and contribute to a student's mental health. Discuss how one school program compliments another.
- 5. Post the sign "Talk Heals" in front of the classroom. Discuss how psychotherapy, when all the technical language is stripped away, is this: talk heals. Explain how it is not just any kind of talk. It is talk sprung loose from the restraints of daily

living; an uninhibited, free association of thoughts and ideas whose patterns reveal underlying emotional drives that cause psychic conflicts. Discuss further that it is the kind of talk that can take place with a trained, understanding, non-judging person who wants to help.

Group Investigations

1. The teacher sets up groups of three students to implement the concept of "people helping people" by applying it to "children helping children" The small groups consider kinds of things that can be done and how pupils feel about doing them.
2. In small groups of four students, each group studies the relationships among the extent of the work week, adequate rest and relaxation, and mental health. Research shows that short rest and relaxation periods bring about a rush to use the leisure hours, which produces a stress situation during the work week. What do class members observe in the United States?

Buzz Sessions

1. In groups of four students, the teacher asks the students to express opinions on how junior high school age people can be helped when having troubles of a mental-emotional nature. Example - A qualified specialist can help those who: persistently lie, cheat, steal, take advantage of other students, defy school rules and teachers, hold themselves away from the rest of the group, seem excessively shy, do an excessive amount of daydreaming, and work far below the level of their ability.
2. The teacher asks the students to get into groups of four people to investigate the characteristics of a "group." Consider: Why do groups hold together? Why is a peer-group something pretty special? How is the group strengthened by positive contributions of individual members? Let the students expand this topic to questions that arise. Conclude with one person from each group sharing the group's ideas with the class.

Resource Person

1. The students formulate a list of persons and organizations to which an individual may turn for help when problems arise. The teacher invites a counselor, clergyman, social worker, or similar person to visit the classroom and tell of his/her work.

Role-Playing

1. Through dramatization, the teacher asks the students to develop such ideas as: Physical activity as an emotional safety valve. Creative activity as an emotional safety valve. Work and play as emotional safety valves. How to work in a group. Juvenile delinquency - problems causes, and solutions. How to develop independence during adolescence. Students working alone, with a partner, or in groups of three show the finished creativity to the class.
2. Working with a partner, the teacher asks the students to communicate some attitudes to the group by actions rather than words.

SUBSTANCE USE AND MISUSE

Rationale

For many years humans have used various methods of reacting to anxiety and stress. Today one method is to inject, inhale, or ingest chemical substances to cope with adversity or attempt to escape the tensions and pressures of a highly technical world.

Due to this fast moving environment a person may fail to develop a sincere knowledge of self. This causes him/her to evolve to a state of using a substance at the first sign of physical or mental stress. One way available to combat the many years of frustration is to examine one's awareness of what he/she has aided in developing.

It is the role of education to help youths of today to understand basic facts, to improve their attitudes towards youth, and to try to lessen the communication gap between generations. It is hoped that through a comprehensive health education approach to substance use and abuse that students will realize that life with a purpose can be pleasurable and a rewarding experience without using artificial devices - if one is willing to face up to it.

Terminal Objectives

At the end of junior high school, each student will be able to:

1. EVALUATE and DISCUSS critically the total tobacco, alcohol, and drug problems in regard to scientific facts, human behavior, consequences, alternatives, prevention, decision making, treatment, and legal controls.

2. INTERPRET the effect on the body of tobacco, narcotics, sedatives, hallucinogens, stimulants, and alcohol.
3. JUSTIFY and INTEGRATE the basic factors of human behavior (feelings and values) related to tobacco, alcohol, and drug use and misuse.
4. DEVISE a method to promote and maintain personal growth, self awareness, and a positive self-image.
5. DISTINGUISH between and SEEK professional advise and help to deal with substance abuse problems.
6. EVALUATE personal, social, economic problems and consequences of substance use and misuse in relation to the individual, family, and community.
7. DISTINGUISH between relevant and satisfying alternative behaviors to tobacco, alcohol, and drug use and misuse.
8. INTERPRET the legal controls of tobacco, alcohol, and drug use and abuse at the local, state, and federal levels.

Major Generalizations

After studying Substance Use and Misuse in junior high school, each student will know that:

1. Problems are common to all people and how individuals respond to these problems is important.
2. Individuals attempt to satisfy similar needs in different ways.
3. Constructive or self-defeating types of behavior are used to respond to an individual's needs.
4. Values clarification aids an individual to develop desirable behaviors.

5. People who fail to develop positive attitudes and responses may resort to the dependence of drugs and alcohol.
6. All persons are substance users to some degree with distinction between use and misuse often difficult to ascertain.
7. Peer pressure is a strong force in determining one's choice of behavior.
8. Reasons people give for smoking, or for not being able to stop smoking are:
 - a. tobacco tastes good to them
 - b. smoking relaxes them
 - c. smoking gives them something to do
9. Smoking is a factor in the development of:
 - a. lung cancer
 - b. heart diseases
 - c. chronic bronchitis
 - d. emphysema
10. Tar and nicotine are harmful substances in tobacco smoke.
11. Nicotine causes a person's heart to beat faster and blood vessels to become narrower.
12. The family unit communicates its attitudes toward alcohol and drugs verbally and non-verbally through its behavior toward them.
13. Alcoholism is a disease condition which renders an individual incapable of controlling his drinking.
14. The specific causes of alcoholism are unknown but it often appears to result from the prolonged use of beverage alcohol as a means of reducing emotional stress.
15. Cultural groups vary in drug related attitudes and practices.
16. Mass media and advertising often portray alcohol, drugs, and tobacco as part of the "good life."

17. Media messages are usually designed to appeal to meet one or more needs categories:
 - a. physical
 - b. intellectual
 - c. social
 - d. emotional
 - e. spiritual
18. Drugs are valuable when used properly to:
 - a. relieve pain
 - b. treat health problems
 - c. prevent diseases
19. The increase in longevity of man is partly due to controlled use of modern drugs.
20. There are inherent dangers in the indiscriminate use of any drug.
21. Dependency means having the need to use something again and again or to rely heavily on something.
22. Substances are classified as:
 - a. stimulants
 - b. depressants
 - c. hallucinogens
 - d. narcotics
 - e. volatile
23. Stimulant drugs speed up the work of the nervous system and if abused lead to psychological dependence.
24. Depressants slow down the work of the nervous system and if abused lead to physical dependence.
25. Effects of drugs and alcohol vary according to factors of:
 - a. mind set
 - b. physical setting
 - c. previous experience
 - d. body tolerance
 - e. amount ingested
 - f. concentration of active ingredients
26. Marijuana can cause psychological dependency and some people turn to other drugs when the effects of marijuana are no longer satisfying

27. Marijuana is a drug made up of the dried leaves and flowers of the Indian hemp plant.
28. Drug abuse occurs when an individual's use of a drug produces effects which impair one's functioning or expose one to unnecessary risks.
29. Medicines are divided into prescription and non-prescription categories.
30. The effect of the combined use of alcohol and drugs is unpredictable.
31. Substance use affects the nervous system functions which are related to driving.
32. The blood stream carries alcohol directly to all parts of the body where it is absorbed without change.
33. Alternatives to the use or misuse of substances are limited only by the imagination of interested people.
34. Non-chemical alternatives can reduce anxiety and stress in individuals.
35. Alternatives to substance use are:
 - a. athletics
 - b. hobbies
 - c. club activities
 - d. art/music
 - e. church organizations
 - f. volunteer work
 - g. physical fitness
36. To solve a dependency problem, people must realize and admit that they have such a problem.
37. Maintaining a drug habit is expensive and often leads to crime.
38. Accurate knowledge about drugs, alcohol, and tobacco is necessary before people can make wise decisions about their use.

39. Social consequences of substance use are associated with:
 - a. family relationships
 - b. group relationships
 - c. future careers
 - d. potential to drop out of school
 - e. financial demands
 - f. delinquency and crime
40. Prevention is the responsibility of an individual when making his/her life decisions.
41. A person's decision to use or abuse substances are influenced by:
 - a. information on substances
 - b. family and friend's attitudes, values, actions, and opinions
 - c. media - radio, television, and magazine ads
42. The abuse of substances constitutes a major social problem.
43. An important factor in an individual's level of resistance to substance abuse is a strong and healthy personality.
44. Federal, state, and local governments play a significant role in regulating alcohol, drug, and tobacco in:
 - a. production
 - b. sale
 - c. distribution
45. Drug laws regulating substance use are:
 - a. 1906 Food and Drug Act
 - b. 1914 Harrison Narcotic Act
 - c. 1937 Marijuana Act
 - d. 1938 Federal Food, Drug, and Cosmetic Act
 - e. 1965 Medicare
 - f. 1968 Medicaid
 - g. 1971 Controlled Substances Act
46. Treatment and rehabilitation of drug dependence is:
 - a. difficult
 - b. expensive
 - c. time consuming
47. Types of help available to people with substance problems are:
 - a. self-help
 - b. parents and friends
 - c. special organizations
 - d. medical doctors
 - e. social workers

48. Community sources for seeking help are:
- a. National Council on Alcoholism
 - b. Al-Anon
 - c. Al-Ateen
 - d. Iowa Jaycees
 - e. Iowa Drug Abuse Authority
 - f. Iowa Division on Alcoholism

Ultimate Objectives

As an adult, each student will:

1. Maintain a healthy life free of substance use and abuse.
2. Accept responsibility for personal behavior.
3. Clarify one's set of personal values.
4. Understand and adapt one's human behavior, self-concept, and level of susceptibility to substance use and one's desired lifestyle.
5. Make intelligent decisions based on knowledge and sound judgment.
6. Integrate relevant and satisfying alternative behaviors for substance use in daily living.
7. Appreciate and utilize community services for seeking treatment for substance abuse problems.
8. Assist in community efforts to help control and prevention substance use and misuse.

Instructional Strategies and Activities

Individual Investigations

1. The students make charts to demonstrate the effect of each of the following substances on the mind and body - alcohol, marijuana, amphetamines, barbituates. For each chart, four columns are needed to list the effects of the substance on: thought and judgment, sensory awareness, motor coordination, and non-conscious functions.

2. The students draw a self portrait picturing themselves as they see themselves in the following situation: You are with friends at a skating party. Marijuana is being discussed and used by a few individuals in the group. As a member of the same group, what part are you playing? - leader, follower, preacher, runaway, or yourself. Share your picture with the class.
3. The students assume that they are in charge of a daily column in the school publication. Edit an article on substance use and misuse which you feel would be worthy for publication.

Class Discussions - Teacher Directed

1. Discuss statements and myths about the use and abuse of alcohol and drugs.
2. Discuss reasons for the use and misuse of alcohol and drugs. List the reasons on the blackboard, and then analyze these reasons as short range goals, long range goals, or solutions to problems.
3. Discuss the question - "Is there a relationship between drug abuse and one's environment?"
4. Discuss steps involved in decision making and how people have different styles in making decisions.
5. Discuss substance use and misuse to other areas of study - music, literature, and athletics.
6. Referring to collected newspaper articles and advertisements, discuss the influence of such exposure to children, teenagers, and adults and why.
7. Discuss the question Why isn't "speed" used by athletes? Allow the answer to develop in the discussion that amphetamines are dangerous because of the hazardous effect of masking the signs of fatigue or exhaustion.
8. Discuss the Texas billboard sign used in a campaign against social drinking.

If you need a drink
 to be social,

that's not social drinking.
9. Discuss the topic of blood alcohol concentration. Use newspaper clippings on accidents involving alcohol to stress the point.
10. Discuss the early use of tobacco by the American Indians, the Europeans, and the present day use of tobacco products.
11. Discuss: How to refuse a cigarette. How smoking affects others at a meeting or social function.

12. Discuss the effect of cigarette smoking on chronic bronchitis, emphysema, cardiovascular disease, and peptic ulcer. Discuss - Mortality and morbidity rates of smokers and nonsmokers. Specific effects caused by smoking.
13. Discuss the types and effectiveness of cigarette filters.
14. Discuss the effects of nicotine on the human body.
15. Discuss the consequences of substance abuse to one's self, family, and friends.

Group Investigations

1. Identify a space in the classroom where students can stand along a line. One end of the line is called "No Alcohol" and the other end is called "Alcohol Anytime." Students are asked by the teacher to take a position along the line, or continuum, which most nearly represents how they want alcohol to be in their lives. Allow students to talk about their positions. Have them move to the position they think their parents would take. Consider reasons for differences or similarities.
2. Students bring a label from an over-the-counter or prescription drug to class. As a class, analyze and interpret the information on the labels emphasizing the importance of following the directions and knowing the proper care and storage of drugs.
3. Students write a letter to "Ann Landers" presenting some situation in a family setting where there is some type of substance problem or question in communication. Put all the letters in a box and the teacher has each student draw a letter from the box and compose a reply. Encourage other students to express their opinions if they hold a different point of view.
4. As a class, construct a chart indicating the brand names of cigarettes, nicotine content, and the effectiveness of brand filters.
5. As a class, let the students develop definitions for prevention, treatment, and rehabilitation, and example of each. On three large sheets of paper, the teacher writes the definitions for each as agreed by the class. Then each sheet containing one definition is divided in three columns - Methods Used, Agency to Deliver Service, and Location of Agency. Ask the students to complete the charts with the needed information.
6. The teacher lets the students get into groups of their choice to build crossword puzzles pertaining to substance use and abuse. Have the puzzles mimeographed so all students can work all puzzles.

7. The teacher asks the students to inventory their family's medicine cabinet and to list all over-the-counter and prescription drugs. In class the students share the list they have compiled. The students look for similarities among the lists of all the students.

Unit Projects

1. The teacher appoints three students each to cover one of these positions on social drinking:
 - a. Social drinking is distinct and separate from alcoholism.
 - b. Social drinking is not harmful.
 - c. Social drinking is helpful.The students present their findings and opinions to the class.
2. The teacher asks for volunteers to survey the opinions of parents, friends, teachers, and coaches on the use of tobacco by teenagers. Post the results of the survey for the entire student body to view.

Research - Teacher Directed

1. Students make special reports on the history of pipe, cigar, and cigarette smoking.
2. Students study the lives of health scientists who discovered life saving drugs.
3. Students chart the incidence of lung cancer found in cigar, pipe, and cigarette smoking.

Resource Speakers

1. The teacher invites a law enforcement officer to speak in class about their role in the prevention of substance use and misuse.
2. The teacher invites members of the armed forces, clergy, and welfare department to discuss drinking problems as they relate to their areas of work in dealing with individuals, families, and the public. Preface the visit with a discussion of the leading public health problems in America resulting from the alcohol problem.
3. The teacher invites a member of the community who is affiliated with an organization from a social service to visit the classroom to explain their available services. Suggestion - National Council of Alcoholism.
4. The teacher invites a local pharmacist to class to discuss the effect of substances on the central nervous system.

Debate

1. The teacher asks for volunteers to take sides in a debate affirming:
 - a. Stronger laws are the answer to the drug abuse problem.
 - b. It is better to join the gang than be a loner.
 - c. Marijuana should not be classified as a narcotic.
 - d. A 24-hour telephone service for young people for all to get help with a problem will not work because it will be labeled the "establishment."

Questionnaire

1. The teacher and the students develop a questionnaire for a school survey on smoking attitudes and habits. Have the students in class conduct the survey and tally the results. Publish the results in the school paper.

FAMILY LIFE AND SEX EDUCATION

Rationale

Because sex is an integral part of total personality, it becomes a multidimensional topic for educators. It is biological and non-biological. It is concerned with human relationships and responsible boy-girl behavior.

Junior high school students show a great range of maturity. Some are fairly mature physically, while others are just beginning the period of rapid growth. Adolescence is a period when the student faces uncertainty, difficulty, and serious conflicts. Despite these individual variations, the students have many common needs. They are growing up and they all need love, understanding, and guidance.

The school must approach the instructional areas of family life and sex education in a positive and objective manner. The students need help in determining solutions to problems, in developing effective interpersonal relations and attitudes, in considering in advance all consequences of their decisions, and in learning that a correct or immoral decision reflects in one's relationships with others. The general aim of the family life and sex education program should be designed to supplement and support the home that is doing a good job and to make up for the shortcomings of the homes where parents have not accepted their responsibility.

Knowledge is a strengthening factor for the junior high school student as he or she moves into and through adolescence. To develop constructive attitudes, students must be given the opportunity to participate in the classroom dialogue. Honest communication needs

to take place between the students and teachers. Serving as a catalyst, the teacher needs to supply materials from many sources to help make students aware of the various beliefs that are relevant to our society. Each student must be given time to synthesize what he/she learns from the dialogue and written materials, to consult with his/her family, and to develop his/her own moral standards.

Terminal Objectives

At the end of junior high school, each student will be able to:

1. DESCRIBE adolescent physical and glandular body changes and the purpose of each, and INTERPRET these personally.
2. DISCUSS critically, factors which indicate sex interest and differences.
3. DESCRIBE the stages of the menstrual cycle and its functions in reproduction.
4. ANALYZE one's set of ethical and moral values to help direct one's own sexual behavior.
5. USE correct and scientific terminology to describe human anatomy and physiology.
6. JUSTIFY the role of the family as a basic unit in society.
7. IDENTIFY and INTEGRATE variables needed to understand the opposite sex for promoting positive relationships between the sexes.
8. DESCRIBE values of sex as an integral part of a healthy life.
9. DEVISE a method to achieve and maintain sexual self-understanding needed to be a self-confident member of one's sex.
10. DISCUSS, critically, knowledge of problems and consequences associated with various expressions of sexuality.

Major Generalizations

After studying Family Life and Sex Education in junior high school, each student will know that:

1. All living things reproduce their own kind.
2. The basic unit of life is the cell.
3. The reproduction of many forms of life, including humans, involves the uniting of the male sperm and female egg.
4. Within each sex cell are chromosomes which determine the characteristics of a new human being.
5. The early stages of human development begin within the protective environment of the mother's body.
6. Usually it takes nine months for a human baby to develop.
7. Conception refers to the fertilization of an egg by a sperm.
8. An embryo is formed at the moment a fertilized egg divides into equal cells.
9. The embryo is called a fetus between the second and third month of development.
10. Pregnancy is the time between fertilization and birth.
11. Birth is the time when a baby is forced out of the mother's uterus.
12. As one approaches sexual maturity physiological changes take place to develop reproductive capacity and secondary sex characteristics.
13. Adolescence is the time of life when a person reaches puberty and changes from a child to an adult.
14. Girls enter adolescence between the ages of eleven and thirteen.
15. Boys enter adolescence between the ages of twelve and fourteen.
16. Physical changes during adolescence are caused and controlled by

hormones produced by the endocrine glands.

17. During adolescence, the female hormone estrogen produces secondary sexual changes in one's
 - a. skin
 - b. pubic hair
 - c. breasts
 - d. pelvis
 - e. buttocks and thighs
18. The female reproduction organs include the:
 - a. ovaries
 - b. fallopian tubes
 - c. uterus
 - d. vagina
19. During adolescence, the male hormone testosterone produces secondary sexual changes in one's
 - a. hair distribution
 - b. oil production
 - c. voice
 - d. bones
 - e. muscles
 - f. skin
20. The male reproduction organs include the:
 - a. penis
 - b. prostate gland
 - c. testicles
21. The male testes function to produce male sex hormones and sperms.
22. The female menstruation process includes:
 - a. ovulation
 - b. preparation of uterus
 - c. menstrual flow
23. Many changes that take place during adolescence have to do with one's feelings and emotions.
24. Emotions adolescents feel often and strongly during adolescence are:
 - a. falling in love
 - b. feeling jealous
 - c. feeling embarrassed
 - d. feeling sad
 - e. feeling silly
25. If a person has an emotional problem, one must solve it or learn to live with it.

26. People grow socially during adolescence by learning to:
 - a. be more considerate
 - b. have good manners
 - c. be a good sport
27. Body cells begin to slow down a person's activities during middle age and some cells lose their ability to reproduce.
28. Menopause is a term applied to cessation of the menstrual cycle in females.
29. The effects of old age vary from person to person.
30. The sex drive contributes to one's general well-being when properly expressed and controlled.
31. The sex drive is an innate force which leads itself to a high degree of voluntary control.
32. The sex drive is related to human pleasure and reproduction.
33. As males and females mature, differences develop in personalities, modes of behavior, and interests.
34. The human emotions of love and affection require substantial living experience for their full understanding.
35. Masturbation and homosexuality are associated with various expressions of sexuality.
36. A homosexual is one whose sexual interests are directed toward a member of the same sex.
37. Masturbation is when a person handles his genitals to the point where orgasm occurs.
38. Responsibility requires a knowledge of venereal diseases which are transmitted during sexual contact.
39. Contraception is the prevention of pregnancy.
40. Abortion is the termination of pregnancy following implantation

in the mother's uterus.

41. The process of personality development is served through:
 - a. adolescent dating activities
 - b. heterosexual social activities
42. Physical, psychological, and sociological needs of an individual are satisfied through the family unit.
43. Each family member can contribute to effective family functions.
44. As a family unit is formed, common attitudes, values, and modes of behavior are developed.
45. The selection of a marriage partner is a crucial step which affects the lives of the husband, wife, and future offspring.
46. Family planning means the development of a family according to a purposeful design.
47. Factors to consider in family planning include:
 - a. finances
 - b. educational goals for children
 - c. number of children wanted
 - d. marital adjustment
 - e. responsibility to population problems
48. Persons who do not marry can develop valid life-styles to live productive and satisfying lives.

Ultimate Objectives

As an adult, each student will:

1. Develop and maintain a personal set of values in the range of one's family, religion, and cultural background.
2. Demonstrate the appropriate male or female role meeting the criteria defined by society.
3. Understand male and female roles in society as they differ in:
 - a. physiological structure
 - b. attitudes
 - c. behavior
 - d. responsibilities

4. Understand and value the human life cycle from conception to death.
5. Achieve a career as a family member by learning from family experiences.
6. Develop healthy heterosexual relationships.
7. Make intelligent decisions relative to one's sexual health and experiences.
8. Participate in the home and community as a responsible, knowledgeable, and caring individual.

Instructional Strategies and Activities

Individual Investigations

1. The teacher asks each student to locate a poem, verse, short story, or newspaper article that expresses love. Bring it to class and explain one's reasons for selecting it.
2. The teacher asks each student to write a summary of how mature he/she thinks he/she is emotionally and physically. This does not have to be shown to anyone. Ask the students to decide in what ways they expect to grow next.
3. The teacher asks the students to write down personal family goals for themselves as they see themselves in five, ten, and fifteen years.
4. The teacher invites the students to write a brief composition, "What My Reputation Means to Me."
5. The teacher asks each student to write a paper on "Children Understanding Parents."
6. The teacher has the girls complete the statement: I like boys who ... Boys do likewise for the girls. When done, have the boys and girls compile a list of qualities desired in a friend of the opposite sex. Share these qualities with the class.
7. Each student is asked by the teacher to write a short paper on "The First Time I Fell In Love..."
8. The teacher asks the students to explore their thoughts on "self-image" and feelings of security. Have the students reflect on the following questions:

- Look at yourself in a mirror. - What do you see?
- Name what you like best about yourself.
- Name what you like least about yourself.
- Is it really important to change your image?
- Who might influence you the most to change?
- Who would you most like to look like? Why?
- Is it important for others to like you? Why?

Class Discussions - Teacher Directed

1. Discuss how one person may have different physical, psychological, and intellectual different ages.
2. Discuss the following statement as to whether it is always true - One individual is formed when a sperm cell joins with an egg cell.
3. Discuss any misconceptions related to menstruation. Post the following sign: Help Stamp Out Old Wives' Tales.
4. Discuss the right way and the wrong way to break up with a special friend, remembering that no one likes to be hurt.
5. Discuss the advantages and disadvantages of going steady.
6. Discuss ways of getting back into circulation quickly and easily after going steady.
7. Discuss the following: "Do you think girls are interested in boys as people or as possible meal tickets?" and "Do you think boys are interested in girls as people or as sex objects?"
8. Discuss modes of sexual expression other than marriage. Explain special problems and consequences involved in masturbation, homosexuality, and prostitution.
9. Discuss specific ways the individual, family, and society can reduce problems associated with various forms of sexual expression. Examples - recognition, education, accepting responsibility for individual behavior, and respect for others.

Group Investigations

1. The teacher solicits myths and statements from the class concerning family life and sex education. Controversies which arise are investigated.
2. The "Question Box" is introduced by the teacher. Each student puts a written question or blank paper in the box. Devote one or more class sessions to answering the questions in the box and those students ask orally.

Small Groups

1. The teacher asks each student to make an anonymous list of things that bother him/her most about his/her parents. The teacher collects the lists, and scrambles the lists before handing them back out to groups of three students. The groups consider possible resolutions to the problems and share these with the class.
2. In groups of four girls, the teacher has the group develop a chart to rate a "date." The boys in groups do the same. The groups share their ideas with the class. Important factors in choosing a good mate should develop from their ideas.

Unit Projects

1. Though few physical changes are noticed between the ages of twenty and forty, how do you think people might change during these years? This question is to be explored by the students. The teacher asks the students to talk with five people who are between those ages and see whether or not they have changed much in the last few years. Write a report explaining their opinions.
2. The students review selected television programs for their emotional appeal and influence on one's attitudes. Write a paper on conclusions reached about the influence of media.
3. The students develop questions to use in a survey on dating practices in one's school, class, or community. Include: Where do people go? How often do they date? Costs involved? As a class, develop one survey from all the student's individual surveys. Then take the survey and report the results.

Research - Teacher Directed

1. The teacher gets a volunteer student to research and report on facilities available to help unwed mothers in one's community. A check of the yellow pages in the phone book, the local welfare department, and the "personal listings" in the newspaper classified advertisements should provide a list of possibilities.

Resource Speakers

1. A teacher appointed committee of students invites a person from the local March of Dimes office to come to class and discuss birth defects.

Panel Discussion

1. The teacher arranges a panel discussion with both students and parents to discuss "The Role of the Chaperone at a Party."

Role-Playing

1. The teacher asks the students to get a partner and demonstrate different ways to ask for a date. Each couple shows one example to the class.

Debate

1. The teacher gets student volunteers to debate the question "The Pros and Cons of Going Steady."

Evaluation

1. The teacher asks each student to submit four questions to be considered as test questions for the unit examination. The teacher collects all the questions and uses them for reviewing the class and for test questions.

Classroom Media

1. The teacher uses transparencies of male and female bodies to show locations of various body parts.
2. The teacher invites the parents to class to view any films.
Suggestions of films available through Regional Media Area Centers:
Steve and Kathy: Going Steady
Coping With Parents
It's My Decision (Parent-Child Relations)
Sex Morals
Sex Mis-Education
VD: Old Bugs, New Problems
VD: What Is It?

DISEASE CONTROL AND PREVENTION

Rationale

Prevention and control of disease is a broad health area because the term "disease" can be applied to just about every physical and mental ailment afflicting human beings. Disease prevention should be discussed in a general way - in terms of contributing elements such as antibodies and immunity, chronic fatigue, infectious organisms, degenerative conditions, and defective organs. The word disease should be conceptualized as dis-ease. With disease meaning a lack of ease, it is a harmful departure from normal caused by destructive forces from within, or without, that interfere with normal functions of the body.

Disease should be seen as a great deterrent to advancing the health of society and civilization. An historical study of diseases such as polio and tuberculosis will develop an appreciation of the work of dedicated men and women and give valuable understanding for further prevention and research.

Through the study of disease control and prevention, students can become well-informed members of the community. They will have confidence in right actions and will show their recognition and obligations as responsible citizens to use all protective measures for self and family.

Terminal Objectives

At the end of junior high school, each student will be able to:

1. IDENTIFY the variables under which disease susceptibility varies

between individuals.

2. DISTINGUISH between the categories of disease and their identifying characteristics.
3. DESCRIBE how diseases are caused by microorganisms of bacteria, viruses, fungi, and protozoa.
4. DISTINGUISH between diseases and their defects.
5. ANALYZE and DESCRIBE the "lines of defense" which protect the human body against disease.
6. DESCRIBE how detrimental living habits early in one's life contribute to the development of chronic disease.
7. INTERPRET an individual's responsibility in control and prevention of disease for oneself and others.
8. JUSTIFY why mankind establishes priorities in efforts to develop techniques of prevention and treatment.
9. JUSTIFY the importance of immunization as a protection against disease.
10. DISCUSS critically the importance of early detection of disease to control and treatment.
11. IDENTIFY and STATE environmental, social, emotional, and economic variables influencing the spread of disease.
12. IDENTIFY federal, state, and local health facilities for treatment of disease.

Major Generalizations

After studying Disease Control and Prevention in junior high school, each student will know that:

1. A cause-effect relationship is evident in the cycle of most diseases.
2. Disease causes types of disability ranging from mild to severe and temporary to permanent.
3. Disease represents disequilibrium in body processes.
4. Age, sex, race, ethnic background, and occupational status, directly or indirectly, affect an individual's susceptibility to disease.
5. The body has natural defenses against most diseases:
 - a. skin
 - b. antibodies
 - c. thymus gland
 - d. lymph system
6. Antibodies are a group of proteins in the blood which help to fight infectious disease.
7. Natural immunity is a condition where the body is able to resist an infectious disease.
8. Acquired immunity is either active or passive:
 - a. active immunity results when the body produces specific antibodies for a disease
 - b. passive immunity results when the antibodies are injected into the body
9. Immunization raises the human body's resistance to the effects of the agents that cause disease.
10. Bacteria, viruses, protozoa, and fungi are living organisms that cause infectious diseases in the body.
11. Bacteria are one-celled organisms which produce poisonous substances called toxins.
12. A virus is a core of nucleic acid wrapped in protein.
13. Protozoa are one-celled organisms.

14. Athlete's foot, and ringworm of the scalp, are two common fungal infections.
15. Infectious diseases are spread by:
 - a. air
 - b. people
 - c. animals
 - d. insects
 - e. food
 - f. water
16. Infectious diseases are:
 - a. mononucleosis
 - b. venereal diseases
 - c. hepatitis
 - d. influenza
 - e. chicken pox
 - f. rheumatic fever
 - g. rubella
17. Venereal diseases are diseases spread by intimate contact.
18. Syphilis and gonorrhea are venereal diseases.
19. Noninfectious diseases are inherited.
20. Noninfectious diseases are:
 - a. diabetes mellitus
 - b. muscular dystrophy
 - c. cystic fibrosis
 - d. hemophilia
21. Sickle-cell anemia is a noninfectious disease inherited by Black people.
22. Tay-Sachs disease is a noninfectious disease inherited by Jewish people.
23. Non-inherited noninfectious diseases which cause damage to the brain and body parts are:
 - a. cerebral palsy
 - b. multiple sclerosis
 - c. Parkinson's disease
24. Therapy and drugs are used in the treatment of:
 - a. cerebral palsy
 - b. multiple sclerosis
 - c. Parkinson's disease

25. An erratic process of cell division can result in types of cancer:
 - a. leukemia
 - b. neuroblastoma
 - c. carcinoma
 - d. sarcoma
26. Cancer is a major health problem in this country.
27. Health habits which lead to precancerous changes include:
 - a. cigarette smoking
 - b. solar radiation
 - c. x-rays
 - d. atmosphere pollution
28. Tar and nicotine in cigarette smoke are detrimental to the respiratory system.
29. Early detection and proper treatment improve probability of cancer cure.
30. Early signs of cancer include:
 - a. any sore which fails to heal
 - b. signs of blood in stool or urine
 - c. abnormal change in size of breast
 - d. lump in the breast or under the arm
 - e. a persistent smoker's cough
 - f. a molelike growth that increases
31. A chronic disorder is an illness that may last a long time or recur.
32. Detrimental living habits early in life contribute to the development of chronic disease.
33. Chronic disorders are:
 - a. acne
 - b. allergies
 - c. epilepsy
 - d. headaches
 - e. overweight
34. An acute condition is an illness which appears suddenly and needs immediate medical attention.
35. Acute conditions are:
 - a. heart attack
 - b. stroke
 - c. insect sting reactions
 - d. poisoning

36. A heart attack is caused by a narrowing or blockage of an artery which supplies blood to the heart.
37. In a stroke, the blood supply to part of the brain is lowered or cut off.
38. Health habits to help lower chances for a heart attack or stroke include:
 - a. avoid overweight
 - b. lower amount of saturated fats and cholesterol in foods
 - c. exercise
 - d. control high blood pressure
 - e. obtain medical check-ups
39. Dedicated individuals who have contributed to knowledge of disease control include:
 - a. Ehrlich - "606" drug
 - b. Jenner - smallpox vaccination
 - c. Salk - polio vaccination
 - d. Fleming - penicillin
40. Intelligent health practices can prevent, delay, or minimize the occurrence of most diseases.
41. Disease control and prevention are the responsibility of each individual to protect themselves and others.
42. Mankind establishes priorities in developing techniques of prevention and treatment based on the disease's potential for producing death and disability.
43. Organized community efforts are needed to develop and implement disease prevention and control measures.
44. Health facilities available for information and treatment are:
 - a. local and state health departments
 - b. medical clinics
 - c. U. S. Public Health Service
 - d. National Heart Institute
 - e. American Cancer Society

As an adult, each student will:

1. Maintain a healthy body free from disease.
2. Utilize desirable health habits to achieve and maintain one's full potentials in life.
3. Understand the wide scope and nature of disease and function in society as a responsible citizen.
4. Help others live an active and disease free life.
5. Seek professional treatment as needed for self, family, and community.
6. Assist community health agencies and programs.

Instructional Strategies and Activities

Individual Investigations

1. The student sets up a family record of immunizations. Having completed this, the teacher discusses the extent to which family members are properly immunized against disease. An excellent family record in booklet form for class use is the "Family Health Record" distributed by the American Medical Association.
2. The teacher initiates an art project involving poster painting. The student is to explain some area of disease control and prevention.
3. The teacher introduces the "health-habit project" where a student adopts an improved health practice for a specified period of time. On completion of the project, the student reports on his/her subjective reaction to the new practice and any objective improvements in one's health status.
4. Each student examines plastic replicas of poison ivy, poison oak, and poison sumac in order to initiate the study of poisonous plants. A plastic replica kit is available from Eli Lilly and Company without charge.

Class Discussions - Teacher Directed

1. Discuss the following: How common is the Common Cold? Students think of all the ideas employed to keep from getting a cold

(eating onions, giving up kissing, standing on one's head, growing a beard to protect the throat, being sewn into long winter underwear, and refraining from bathing during the winter months). Discuss the validity of each.

Group Investigations

1. The teacher divides the class into committees of four people to search for the common disease factors causing respiratory difficulties. A spokesperson from each group reports the group's findings.
2. The teacher examines each student for dermatophytosis ("athlete's foot.") Discuss fungi and ringworm in relation to this subject.
3. The class and teacher trace the spread of venereal disease by constructing Boy-Girl Infection Charts. Discuss these questions: What do you think is the reason syphilis is increasing among teenagers and young adults? Why is it that most cases do not get reported to public health officials despite the law requiring that it is to be done?

Unit Projects

1. Each student is asked by the teacher to "experience" a chronic disease by choosing to visit a patient with emphysema, diabetes, heart disease, cancer or other diseases. Arrangements can be made to go to a hospital or rehabilitation center, or spend part of the day with a visiting public health or community nurse. Similar experiences can be accomplished with the emergency squad of the fire department or a hospital emergency room.
2. The teacher asks the student to locate the poison-control center in the community. The student should visit the poison center and find out ways poisoning might be treated.
3. The teacher asks the student to find out which foods are likely to become poisoned and to investigate government inspection requirements. For information write to the Food and Drug Administration, 5600 Fishers Lane, Rockville, MD. 20852.

Research - Teacher Directed

1. Students are assigned by the teacher to research the contributions of one of the following people and then make a report in class on their contributions to health and disease control: Emil von Behring, Paul Ehrlich, Edward Jenner, Robert Koch, Louis Pasteur, Walter

Reed, Jonas Salk, Edward Trudeau, Selman Waksman, Florence Nightingale, Alexander Fleming, Gerhard Domagk, and Albert Sabin.

Resource Person

1. The teacher invites a person from an organization such as the American Heart Association or the American Cancer Society to speak to the class about chronic diseases. Prepare individual questions to ask before the speaker comes to the class.

Classroom Media

1. Show the girls the films "Breast Cancer: Self Examination," and "Breast Exam For Teenagers," available from the American Cancer Society or the state department of public health. Also, distribute the American Cancer Society leaflet, "A Breast Check," which illustrates the "how to" examination.

SAFETY EDUCATION

Rationale

Safety education is relevant as accidents are the leading cause of death among all persons aged 1 to 38 years. The concern for safety education is validated in dozens of ways as people of all ages work and play in an accident-ridden society that is frequently overcrowded and callous to the needs of others. Accidents, both at home and at school, are all too high.

Accident prevention includes knowledge about what one is doing, whether it is how to do something, or the limitations of an action or equipment. Behavior is guided by attitudes. These attitudes, some of which are not obvious, can lead one into or away from a hazardous situation.

Direct and indirect experiences within the school program must initiate leadership for safety education. Living in a safe environment at work and play will provide indirect experiences. Direct experiences will come through class instruction in safety and participation in student safety organizations. All experiences provided need to be meaningful and relevant. Accidents can be prevented and every effort must be made to promote this concept.

Terminal Objectives

At the end of junior high school, each student will be able to:

1. DESCRIBE criteria for a safe environment.
2. DEVISE methods for living in a safe environment.
3. DESCRIBE how recreational activities can be safe and enjoyable.

4. INTEGRATE personal responsibility to apply safety precautions in daily living and hazardous situations.
5. IDENTIFY potential accident/hazard situations encountered by adolescents.
6. DISCUSS critically and DEMONSTRATE procedures/methods by which accidents can be prevented.
7. DESCRIBE how the automobile creates hazards in the environment.
8. EVALUATE potential risks and APPLY sound judgment in avoiding and coping with them.
9. DESCRIBE how accidents caused by human and environmental factors result in injury, property damage, and/or death.

Major Generalizations

After studying Safety Education in junior high school, each student will know that:

1. A person must know and practice safe ways of doing things to live safely.
2. Safety instruction for adolescents is important because of the rising accident rate for this group.
3. Almost all accidents can be prevented.
4. Safe living must relate to the changing environment.
5. With proper safety precautions, potential dangers in normal living activities are avoided with few restrictions on one's actions.
6. Types of accidents in the home include:
 - a. falls
 - b. burns
 - c. mechanical suffocation
 - d. poisons
 - e. firearms
 - f. gas

7. Falls are the most common cause of injury and death in the home.
8. People are injured or killed because they do not know how to use tools safely.
9. Fires in the home are usually started by careless actions.
10. Fires are caused in the home by:
 - a. carelessness while smoking
 - b. improper use of matches
 - c. overloaded or defective electrical wiring
11. Poisoning deaths are due to:
 - a. keeping poisons in improperly labeled containers
 - b. taking poison accidentally
12. Prevention of home accidents includes:
 - a. precautions with slippery floors, stairs, and rugs
 - b. safety in use of cleaning fluid
 - c. careful storing, handling, and use of medicines and poisons
 - d. safeguarding small children in the home
13. Safety in play, recreation, and vacation involves:
 - a. rules for safe play
 - b. safety precautions in using apparatus
 - c. camping safety
 - d. water safety
 - e. firearms - hunting safety
 - f. games and sports safety
14. Water safety instruction can prevent accidents and develop skill for leisure hours.
15. Water safety guides include:
 - a. swim in supervised area
 - b. never swim alone
 - c. know limits of our abilities
 - d. do not swim immediately after eating
 - e. leave the water if a storm threatens
16. Water accidents rank among the most frequent and serious for junior high school students.
17. Safety knowledge of firearms and explosives lowers the risk of accidents.

18. Gun safety guides to help prevent accidents include:
 - a. check to make sure any gun is not loaded
 - b. treat every gun as if it were loaded
 - c. never keep a loaded gun in the house
 - d. never point a gun at anyone or at yourself
19. Safety guides to prevent hunting accidents include:
 - a. take a course in gun handling
 - b. wear fluorescent orange or red clothing
 - c. carry a gun with muzzle pointed away from yourself and companions
 - d. release the safety on the gun only as you are ready to fire
 - e. load a gun only in field or woods
20. The prevention of motor-vehicle accidents is often a shared responsibility of the driver and pedestrian.
21. The most effective action one can take to prevent an injury or death in a traffic accident is to fasten the safety belts.
22. Frequent causes of motor-vehicle accidents are:
 - a. speeding
 - b. risk taking
 - c. failing to yield the right of way
 - d. disregarding traffic signals
 - e. engaging in "horseplay"
 - f. driving under the influence of a substance
23. First aid is the immediate and temporary care given to a person who has been injured.
24. If an accident victim cannot tell you what is wrong, look for signs of:
 - a. breathing
 - b. bleeding
 - c. shock
 - d. poisoning
25. After giving first aid, go for help or send someone else.
26. Bleeding can usually be stopped by applying:
 - a. direct pressure to a wound
 - b. pressure to a pressure point
27. Signs of a broken bone are not always felt or seen.

28. A fracture is a broken bone.
29. First aid for fractures includes:
 - a. stopping the bleeding
 - b. moving the victim only to maintain one's safety
30. Burns are grouped as:
 - a. first degree
 - b. second degree
 - c. third degree
31. First and second degree burns are treated with cold water.
32. Third degree burns are treated by covering loosely with a sterile dressing.
33. Safety consciousness is a necessary factor in the responsibilities of babysitting.
34. The main causes of unsafe behavior are people's:
 - a. attitudes
 - b. uncontrolled emotions
 - c. lack of skills or strength
 - d. lack of knowledge
35. A reduction in accidents will be achieved when everyone accepts personal responsibility for:
 - a. accident prevention
 - b. environmental controls
36. Disaster situations are:
 - a. tornado-hurricane conditions
 - b. nuclear explosions
 - c. floods
37. Safety precaution guides for disaster emergencies are:
 - a. keep tuned to radio or television for information and instructions
 - b. take shelter
 - c. remain calm

Ultimate Objectives

As an adult, each student will:

1. Live a safe and accident free life.

2. Maintain self-control and good judgment in one's actions.
3. Enjoy life's daily and recreational activities knowing one's own physical limits.
4. Achieve and maintain a high level of proficiency in emergency first aid procedures.
5. Incorporate safety precautions and knowledge into all of one's activities and actions.
6. Make wise decisions in directing one's life activities.
7. Participate in community efforts to achieve and maintain a safe community environment.

Instructional Strategies and Activities

Individual Investigations

1. Each student makes a list of as many poisons as they can find names of in reference books. Then the teacher has the student determine which of these poisons when taken a person should be encouraged to vomit and which poisons a person should not be encouraged to vomit.
2. The teacher asks the students to construct a baby-sitting manual of practical suggestions related to anticipated baby-sitting responsibilities and activities.
3. After a class discussion on home emergency procedures, the teacher asks each student to draw up a family protection or evaluation plan to use in case of an emergency or disaster.
4. Each student is asked by the teacher to write a paragraph about an accident recently seen or one heard about. Each student tries to analyze the cause of the accident and suggests how it might have been avoided.
5. The teacher asks the students to try to make a safety acrostic, using the letters of one's first name as starters for safety suggestions. Suggestions might include auto safety ideas, gun safety, boat safety, home safety, etc.
Example - Gun safety by a boy named Ned.

N ever point a gun at anyone.
E nroll in a gun safety course.
D on't keep a loaded gun in the house.

6. The teacher assigns the students to make up some slogans giving safety tips for swimmers or boaters. Example - To Keep Safely Afloat, Don't Overload the Boat.
7. A student volunteer visits the office of the school nurse to scrutinize the reports over the past year or two of school accidents. Notes are taken on the kinds of accidents, location of accidents, parts of body affected, and the time of day of the accidents. A report is given in class explaining the results. Discuss the consequences of the accidents and what might be done to prevent them from recurring.
8. The teacher stresses cooperative action in a school to eliminate safety hazards. The students are asked to identify special provisions the school has made for: safety of handicapped children, safety while changing classes or during dismissal, safety in unorganized games, and school bus and school traffic safety.

Class Discussions - Teacher Directed

1. Discuss the number of accidental deaths and injuries to pedestrians. Discuss jaywalking as a contributing factor. Note that at least a quarter of all pedestrian accidents involve alcohol consumption by the pedestrian.
2. Discuss laws dealing with driver's learner permits and driver's license requirements.
3. Discuss possibilities of accidents occurring from the improper use of machines, equipment, or appliances.

Group Investigations

1. The class discusses safe driving and sportsmanlike practices. The teacher takes the class outside to analyze neighboring intersections to report on some of the observed driving behaviors. Note evidences of anxiety, anger, and emotional outburst.
2. The students practice mouth to mouth resuscitation on a mannequin. If the school does not own one, it may be possible to borrow one from the local chapter of the American Red Cross or local office of the American Heart Association - Resuscitation Annie.
3. The teacher has the students practice a variety of first aid skills - bandages, splinting arms and legs, and transportation measures.
4. The students practice using a fire extinguisher in class with the teacher demonstrating proper use.

Small Groups

1. The teacher develops a safety and first aid vocabulary list. These lists are used in a game situation by having one person give a definition and another person suggesting the vocabulary word.
2. The teacher organizes buzz sessions of five students and they compile a list of seasonal hazards giving a safety precaution for each. A spokesperson reports to the class. Example - ice skating - skate only when the ice is thick enough to hold additional weight.

Unit Projects

1. The teacher and students develop a home safety checklist that can be duplicated and given to each student to take home. Such a home safety checklist will supply information that can be tabulated and discussed in class. Examples - Is the house kept clean? Are steps clear? Are there safety rails on the sides of the steps? Is there adequate lighting? Is there an emergency phone number list? Are combustible items away from the stove? Are cupboards cluttered? Is a rubber mat used in the bathtub? Is the medicine cabinet out of reach of children? Are home tools used and stored properly? Does the placement of furniture cause hazards?
2. The teacher assigns the students to make first aid posters to be displayed in the classroom. On the posters, show first aid procedures and rescue measures for such emergencies as drowning, bleeding, and electric shock.
3. The teacher asks each student to develop a first aid kit list for the home. Each student makes a list and then the class develops a complete list of necessary supplies from the individual suggestions. Each student then makes an inventory at home to see if the proper supplies are available.

Research - Teacher Directed

1. The teacher gets two volunteer students to find out from the police department about local regulations on the use of BB guns and air rifles. A report is presented to the class.

Panel Discussion

1. Five students are asked to volunteer to prepare a panel discussion on the following statement: "Most accidents are man-made and can be prevented."

Bulletin Boards - Displays

1. The teacher appoints a group of students to design charts for bulletin board displays to show insects that bite and sting. Poison ivy, poison oak, and poison sumac may also be displayed, preferably in colored picture form rather than the real leaves.
2. Build a display of different types of protective sports equipment. On completion of the display, have different students explain to the class how each particular piece of equipment protects the wearer against injury. Such items as the following are easily obtained: hockey helmet, football shoulder pad, archery arm guard, soccer shoe, downhill ski binding, fencing mask, baseball batting hat, scuba diving suit, shin pads, hockey gloves, athletic cup supporter, and eyeglass protector.

ENVIRONMENTAL HEALTH

Rationale

In recent years there has been a resounding call to "ecologize" - a sense of urgency to do something about the environment by way of conservation and planning for the future. Environmental problems today are not completely understood as yet; they are expensive to solve; and many of the problems are interrelated. Environmental health problems which are hazards to good health justify concentrated study.

Junior high school students need to understand health problems related to land, water, food, insects, noise, and household and industrial wastes. Application of these topics should be made to the home, school, and community. Since young people are now taking a more active part in camping and other outdoor activities, they need to know the environmental hazards related to such activities. The students should be helped to realize that man has survived by his ability to adjust to his environment. Now he must adjust his environment to survive.

Terminal Objectives

At the end of junior high school, each student will be able to:

1. DISCUSS critically the role of humans in improving the quality of the environment.
2. IDENTIFY and INTERPRET the environmental factors which affect individual and community health.

3. DESCRIBE human health problems caused by pollution.
4. DISCUSS critically how existence of mankind depends upon one's ability to interact effectively with the total environment.
5. INTEGRATE personal responsibility to environmental health.
6. RELATE how a person perceives one's environment influences the manner in which one uses it.
7. JUSTIFY supporting public health measures intended to improve community environmental health.
8. INTERPRET the interactions of the federal, state, and local health agencies.

Major Generalizations

After studying Environmental Health in junior high school, each student will know that:

1. Ecology is concerned with the relationship of living things to each other and to their environment.
2. Living and nonliving things make up a person's environment.
3. The biosphere is the part of environment where human beings and all living things exist.
4. People get resources from the environment that they need to survive.
5. Types of resources are:
 - a. land
 - b. water
 - c. wood
 - d. metals
6. The survival and health of living things depends upon the balance between living and nonliving things.

7. Pollution is the addition of man-made products to the environment which can be dangerous to the health and survival of all living things.
8. Air pollution is a problem that has existed over the centuries.
9. Sources of air pollution are:
 - a. particulate pollutants
 - b. gases and aerosols
10. Heavily polluted air breaks down the breathing system's ability to filter out dirt, dust, and other particles.
11. Air pollutants cause health conditions including:
 - a. headaches
 - b. inflamed eyes
 - c. nausea
 - d. dizziness
 - e. respiratory infections
 - f. decreased athletic performance
12. Surface water sources are:
 - a. rivers
 - b. lakes
 - c. streams
13. Surface water sources are polluted by:
 - a. raw or partially treated sewage
 - b. harmful microorganisms
 - c. plant nutrient fertilizers
 - d. chemicals
 - e. sediment
 - f. radioactivity
 - g. heat
 - h. agricultural pesticides, fungicides, and herbicides
14. Misuse of land includes:
 - a. indiscriminate land clearing
 - b. poor farming methods
 - c. widespread paving of land
 - d. unwise use of insecticides and herbicides
 - e. inadequate disposal of solid wastes
 - f. conversion of high grade farm land to other uses
15. Sources of noise pollution include:
 - a. motor vehicles
 - b. airplanes
 - c. lawn mowers
 - d. household appliances

16. Noise pollution can cause the following health problems:
 - a. muscle tension
 - b. deafness
 - c. high blood pressure
 - d. ulcers
 - e. lack of sleep
 - f. emotional problems
 - g. heart disorders
17. Limits set on excessive noise by communities helps control this pollutant.
18. Industries help fight problems of the environment by recycling products and by making wise use of resources.
19. Pesticides add to problems of polluted air, water, and soil.
20. Chemicals from the pesticides are taken into the body through:
 - a. inhaled air
 - b. drinking water
 - c. food
21. Man's progress has caused air and water pollution which damage plants and lower the amount of food available to people.
22. Environmental problems are costly in terms of health and money.
23. Solid waste pollution is made up of:
 - a. garbage
 - b. litter
 - c. trash
 - d. junk
24. Prevention and control of environmental problems are the responsibility of all individuals.
25. Ways to control and prevent pollution problems are to:
 - a. improve ways to treat wastes
 - b. utilize pollution-control devices
 - c. produce nonpolluting products
 - d. use atomic fuels instead of other fuels
 - e. find new ways of using land for housing, recreation, industry, and raising food
 - f. find new ways of distributing water
26. State and local government laws limit the amount of pollution that can be given off by different sources.

27. Federal, state, and local health agencies interact to create a favorable community environment.
28. Protecting the public is the concern of the following agencies:
 - a. local health department
 - b. Federal Drug Administration
 - c. Better Business Bureau
 - d. Bureau of Animal Industry
 - e. Federal Trade Commission

Ultimate Objectives

As an adult, each student will:

1. Live a full and healthy life interacting productively with one's environment in non-harmful ways.
2. Accept personal responsibility to do one's share in controlling and preventing pollution problems.
3. Demonstrate an understanding that man's existence depends upon his ability to interact effectively with the total environment.
4. Assist in community efforts to minimize environmental pollution problems.

Instructional Strategies and Activities

1. The teacher permits the environment to inspire certain kinds of writing by class members. Poems and stories of all kinds can be written, discussed, and posted.
2. Each student is asked by the teacher to write a report telling about some things he/she is doing to reduce pollution.

Class Discussions - Teacher Directed

1. Discuss the statement: "Individuals can lessen pollution in the environment by learning to live ecologically."
2. Discuss safe storage and preservation of food on outdoor trips.

3. Discuss the advantages and disadvantages of the steam-powered car and the electric car.
4. Discuss what students can do to help federal, state, and local agencies in improving the environment.
5. Discuss what newspapers' editorials have to say about the environment and the health of the community.

Group Investigations

1. Through class action, develop a list of all the sciences which contribute to ecology. Then list the contributions of each.
2. The teacher fills a pail of water half full and lets it stand in the classroom for several days. From time to time have students add pollutants - paper, gum, grass, detergent, leftover candy, a milk carton with remnants of milk in it, and so on. Have the students note if there is an odor from the polluted water.
3. The teacher takes the class and goes outside with a tape recorder to record sounds in the community - natural and man-made, loud and soft, necessary and unnecessary, and so forth. Back in the classroom, play the tape for the students. Answer these questions: How do the sounds affect animals? Humans? Do adults and youth agree on which sounds are noise?
4. The teacher posts the sign - NOISE AS A DESTROYER, and presents the question: How does noise destroy anything? The students and teacher complete this chart:

Physical Effects Demonstrated

Example:

British Comet - 1st jet airliner
grounded due to sound vibrations

Psychological Effects Shown

Noise annoys
Spoils sleep
Through fear - causes blood
pressure changes

Small Groups

1. In groups of four students, examine the word "crisis." How powerful is the word? Have one person from each group report to the class on how the group defined the word.

Unit Projects

1. A volunteer student finds out if there is a collection place nearby to take bottles, cans, and newspapers for recycling. If

there is, have a class project to save these items and take them to the place of collection. Urge the entire school to participate.

2. Each student assembles and summarizes current reports regarding insecticides, herbicides and pesticides from magazines and professional periodicals. Analyze their statements about the effects of these products on soil, crops, fruits, animal life, and humans.

Resource Speakers

1. After looking into water pollution, the teacher invites a sanitary engineer or sanitarian from the county health department to class to discuss water treatment procedures.
2. The teacher invites the home economics teacher to class to discuss and demonstrate safe food-processing methods.

Panel Discussion

1. Plan a panel discussion on "Litter Is A Form of Land Pollution." As preparation, the teacher takes the students on some "litter walks" around the school and neighborhood. Note the different kinds of litter that the students see. Ask for volunteers to plan the panel discussion after going on the "litter walks."

Bulletin Board

1. The teacher develops a bulletin board display showing United States Public Health Services, state and local health services, and the functions and interrelationships of each.

HEALTH CAREERS

Rationale

Employment in the health industry and professions is a 100 billion dollar business involving 5.5 million people. The present need for health personnel in professional fields and allied health personnel is urgent. Exciting opportunities in health careers exist in professional work as nurses, physicians, veterinarians, dentists, podiatrists, and optometrists, and in allied health personnel positions in medical centers, hospitals, educational institutions, federal, state, and local government agencies, clinics, health care facilities, drug and equipment manufacturing firms, and numerous insurance agencies. These opportunities can lead to those deep satisfactions that one receives from helping others.

The initial introduction to health careers needs to begin early in the junior high school years so it is possible to begin training students for a health career while still in high school. Schools have a responsibility to be aware of and expose students to the full panoply of educational opportunities and available resources in the vast areas of health. A health career unit should encourage young people who enjoy working and helping people to work as volunteers or paid workers in the health field.

Terminal Objectives

At the end of junior high school, each student will be able to:

1. IDENTIFY the wide range of health careers with their skill requirements.
2. DESCRIBE responsibilities associated with various health careers.
3. ANALYZE and EVALUATE a health career for a personal occupation.
4. JUSTIFY the growing need for professional health workers and allied health personnel.
5. DISCUSS critically the financial, humanitarian, and personal satisfaction of working in a health career.

Major Generalizations

After studying Health Careers in junior high school, each student will know that:

1. There are unlimited opportunities in the health career fields.
2. Personal gains in helping others can be very rewarding.
3. Academic preparation, personality, and interest set the stage for a selection of an appropriate vocation.
4. Planning for a career means finding out as much as possible about one's:
 - a. interests
 - b. skills and abilities
 - c. preference to work alone or with people
 - d. preference to work indoors or outdoors
5. Exploring health careers includes discovering:
 - a. training needed
 - b. kinds of personality traits helpful
 - c. possible benefits
 - d. possible drawbacks
 - e. need for people in the field

Ultimate Objectives

As an adult, each student will:

1. Participate in a lifetime career suited to one's own interests and abilities.
2. Appreciate the work and dedication demonstrated by professional health workers and allied health personnel.
3. Achieve personal satisfaction in the occupation of one's choice.

Instructional Strategies and Activities

Individual Investigations

1. The teacher asks each student to examine the work "service." Show its relationship to emotional and social needs of mankind. Find examples of how some of these needs can be met by helping others through careers in health.
2. The teacher asks the students to make a chart of one's likes, dislikes, interests, abilities, skills, and present and proposed course of study. The students then relate and compare this information to several health careers which interest them.

Group Investigations

1. As a class, predict health careers for the future.
2. The teacher formulates two lists on the blackboard: (1) Medical Specialties Requiring an M.D., and (2) Allied Health Specialties Not Requiring An M.D. It is important to contrast the training and limits of responsibility of the psychiatrist with those of the clinical psychologist.

Unit Projects

1. The teacher assigns the students to write to one of the associations representing a health profession in which they are interested and request information about required preparation and opportunities available.
2. The teacher asks each student to report on a health career that is a non-medical specialist, but has much to do with the recovery of the patient: dietitian, social worker, hospital chaplain, "candy striper," occupational therapist, and transportation aide.

Resource Speaker

1. With the class having a voice in the selection of a guest speaker, the teacher invites a professional person to speak in class about his occupation in health dealing with daily routines, qualifications, education requirements, and personal satisfactions.

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